The Industrial-Organizational Psychologist

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

Editor:
Michael D. Coovert
Department of Psychology, BEH339
University of South Florida
4202 E. Fowler Avenue
Tampa, FL 33620-8200
Phone: 813/974-0482
FAX: 813/974-4617
e-mail: coovert@luna.cas.usf.edu

Editorial Board:
Thomas Baker — **J. Philip Craiger**
James C. Sharf — **Bryan C. Hayes**
Charmine Hartel — **Allan H. Church**
Karen May

The Industrial-Organizational Psychologist is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. It is published quarterly in July, October, January, and April. Circulation is approximately 4700, which includes the membership of the Society; all APA officers, board members, Division presidents, and newsletter editors; graduate students in Industrial Organizational Psychology and Organizational Behavior programs; and individual and institutional subscribers.

Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology unless so stated.

Manuscripts and News Items:
Two copies (one copy on disk) of articles or news items should be submitted to the editor. Submissions well in advance of the deadline are appreciated and necessary for unsolicited manuscripts.

Printed By:
Stoyles Graphic Services, Mason City, Iowa 50401.

Deadlines for each issue are:
July issue—May 15 deadline
October issue—Aug. 15 deadline
January issue—Nov. 15 deadline
April issue—Feb. 15 deadline

Advertising and Positions Available:
Advertisements, ranging from one-half to two pages, and Position Available announcements may be arranged through the **SIOP Administrative Office.** Deadlines for the placement of ads and announcements generally conform to the publication deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the TIP Business Manager at the SIOP Administrative Office.

Subscriptions and Address Changes:
Subscription to **TIP** is included with membership in the Society, including student affiliates. Subscriptions for non-members are available at $20 per volume year for individuals and $30 for institutions, payable in U.S. currency. All subscriptions begin with the July issue. For further information about Society membership or **TIP** subscription, contact the **SIOP Administrative Office.**

Address changes, corrections for all Society members and **TIP** subscribers, and other business items should be directed to:

SIOP Administrative Office
745 Haskins Rd., Suite A
P.O. Box 87
Bowling Green, OH 43402
Phone: 419/353-0032
FAX: 419/352-2645
e-mail: lhakel@siop.bgsu.edu

See TIP online at URL http://cmit.unomaha.edu/TIP/TIP.html

Copyright © 1996 by the Society for Industrial and Organizational Psychology, Inc.

An Invitation to Join Our Network of Independent Consultants

The Clark Wilson Group has published 360-degree feedback surveys for executives, leaders, managers, independent contributors, sales reps, and teams for over two decades.

- Our surveys demonstrate validity for measured performance and change.
- Our users include all segments of business, industry, local and federal government, and graduate classrooms.
- We customize surveys to meet client needs.

Task Cycle™ Surveys

Quality
- *Quality Values in Practice*

Leadership
- *Executive Leadership*
- *Leadership Practices*
- *Leadership in Health Services*

Management
- *Management Practices*
- *Peer Relations*
- *Working With Others*
- *Coaching Practices*

Team
- *Executive Team*
- *Our Team*
- *My Team Mates*

Sales
- *Sales Relations*
- *Sales Management Practices*

US Distributors

Daniel J. Booth, Ed.D.
The Booth Company
Boulder CO
800-332-6684

P.R. Jeanneret, Ph.D.
Jeanneret & Associates
Houston TX
713-529-3015

Richard L. Dowall, Ed.D.
Management Consulting Services
Sherborn MA
508-650-4661

John Golden
Organizational Renewal Associates
Mount Laurel NJ
609-235-4282

Paul M. Connolly, Ph.D.
Performance Programs, Inc.
Rowayton CT
203-838-5200

William H. Macey, Ph.D.
Personnel Research Associates, Inc.
Arlington Heights IL
708-640-8820

THE CLARK WILSON GROUP INCORPORATED

Ask for our annotated bibliography of research publications.

Leading Publisher of Competency-Based Development Materials Since 1973.

1320 Fenwick Lane • Suite 708 • Silver Spring, Maryland • 20910
301.587.2591 • 800.537.7249 • Fax 301.495.5842

COMMENTS
by
Tom Ramsay

RE-ENGINEERING SELECTION SYSTEM

One of our clients developed such a seamless method to re-engineer a major business division that their management asked that they implement immediately rather than conduct a suggested trial.

OUR CONTRIBUTION WAS

1. NOTIFICATION
2. DEVELOPMENT OF SELECTION ELEMENTS
   - APPLICATION
   - SKILLS & KNOWLEDGE TEST
   - INTERVIEW
   - SIMULATION
   - SELECTION
3. ENGAGEMENT OF A HUMAN RESOURCES FIRM TO CONDUCT THE PROCESS
4. ADMINISTRATION AND REVIEW OF THE PROCESS

This selection system included professional, managerial, and technical jobs with candidates coming from both internal and external sources.

RAMSAY CORPORATION

1050 Boyce Road • Pittsburgh, PA 15241-3907
(412) 257-0732 • FAX (412) 257-9929

For nearly half a century, PSI has helped clients develop, implement, and maintain some of the most innovative, respected, and effective employee selection programs in the country. Our scope of services includes:

Test Publication
PSI is a major publisher of employment tests – tests that have proven their validity, utility, and defensibility across a variety of applications and settings.

Consulting
PSI's experience includes consultation in employee selection, human resource management, individualized assessment, fair employment practices, and litigation support. By developing job-related, non-discriminatory procedures for evaluating candidates, we have helped thousands of employers select, train, promote, and manage top quality employees.

Test Administration
PSI has administered employment and licensing tests in over 125 cities throughout the U.S. and Canada. We schedule test sites, register candidates, train test proctors, administer the tests, and report test results within 24 hours.

We pride ourselves on the quality of our products and services and on our ability to tailor them to each client's needs. Contact any PSI professional to find out how our products and services can work for you.

psi

Psychological Services, Inc.
A Tradition of Excellence in Employee Selection and Evaluation®

Corporate Headquarters
100 West Broadway, Suite 1100
Glendale, CA 91210
800-367-1565

Los Angeles
818-244-0033

Cleveland
216-892-3353

Washington, D.C.
703-506-1515

THIS IS *TIP*

A user-friendly guide to this issue of ***TIP***.

Society News:

1996 Annual Conference
- Description, 20
- Workshops, 28
- Placement, 44
- Doctoral Consortium, 47

Income of SIOP Members, 63
I/O Basics, 84
The Practice of I/O, 88
Individual liability in discrimination cases, 113

Reports

Proposed changes related to society succession plans, 74
Professional practice, 111
Get rid of significance testing!, 110
APA: ADA, 107
APA: Federal updates, 108

New Opportunities and Challenges for I/O

Traveling in CyberSpace, 12
Work in the 21st Century, 80
Practice network, 100
From both sides now, 52

Student Information

1996 Doctoral Constorium, 47
Student Network, 92

Find Your Favorite Form

Conference registration, 23
Conference workshops, 26
Conference hotel, 22
Conference job placement, 46

SIOP Order Form, 50

Society Calendar, 25

JOBS, 120

TIP

The Industrial-Organizational Psychologist

Vol. 33 / No. 3 January, 1996

FEATURES

Information for the Annual Conference
SIOP Annual Conference '96: What you need to know by Katherine J. Klein 20
Conference Workshops by Sally Hartmann 28
SIOP Job Placement Service by Steve Ashworth 44
Eleventh Annual Doctoral Consortium by Tara L'Heureux and Peter Bachiochi 47
Income of SIOP Members in 1994 by Michael Zickar and Rogers Taylor 63
Proposed By-Law Changes to Implement a Succession Plan by Dick Jeanneret 74
Intervening in Emerging Markets: Back to the Basics, or Go Home Empty-Handed by Herman Aguinis and Kurt Kraiger 84
The Practice of I/O Psychology: Where We are Now and Where are We Going? by Debra R. Medina 88

DEPARTMENTS

A Message from Your President by Mike Campion 9
IOTAs by Michael D. Coovert 11
Traveling in CyberSpace: Getting Connected to the Internet and WWW by J. Philip Craiger 12
Form Both Sides Now: The Changing of the Job by Allan H. Church 52
Work in the 21st Century: Implications for Selection by Karen E. May 80
The Student Network by Bryan C. Hayes and Greg E. Loviscky 92
Practice Network by Thomas Baker 100

COLUMNS

News from APA
EEOC Issues Revised Policy on Medical Examinations Under the ADA by Dianne Brown 107
Federal Updates by Dianne Brown and Heather Roberts 108
Reports
Board of Scientific Affairs Action on Significance Testing by Frank Schmidt 110
Professional Practice Committee by Vicki V. Vandaveer 111
Individual Liability in Discrimination Cases by Kristine Kroeker and David Arnold 113
Upcoming Conferences and Meetings 116

POSITIONS AVAILABLE

See pages 120-133

CALLS AND ANNOUNCEMENTS

See pages 134-143

Handbook of Human Abilities

Definitions, Measurements, and Job Task Requirements

by

Edwin A. Fleishman and Maureen E. Reilly

This *Handbook* brings together, for the first time, comprehensive definitions of human abilities spanning the cognitive, psychomotor, physical, and sensory-perceptual domains of human performance. It integrates these ability definitions with information about the kinds of tasks and jobs that require each ability and the tests which can be used to measure each ability.

Psychologists, counselors, educators and other human resource professionals will find the *Handbook of Human Abilities* to be a truly indispensable reference source. The *Handbook* identifies the appropriate commercially available assessment instruments to measure the specific abilities required for successful job performance.

The *Handbook of Human Abilities* provides:

- Clear and concise definitions of each ability based on current research
- Specific examples of tasks that are representative of each ability and of jobs that require each ability
- Comprehensive listings of tests representative of each ability, including publishers' addresses and phone numbers
- An index of tasks and jobs matched to their ability requirements

Dr. Fleishman is internationally known for his research on human abilities and the analysis of work requirements. For this work, he was the recipient of the American Psychological Association's Distinguished Scientific Award for the Applications of Psychology. He is past president of the American Psychological Association's Divisions of Industrial and Organizational Psychology (SIOP), Evaluation and Measurement, and Engineering Psychology and was Editor of the *Journal of Applied Psychology*.

The *Handbook* is useful for courses involving tests and measurement. It is also designed for use with the *Fleishman Job Analysis Survey Kit (F-JAS)*, a method for analyzing jobs in terms of the relevant ability requirements. Once the requirements of a particular job have been determined through the use of the *F-JAS Kit*, the *Handbook* helps professionals select tests that assess those abilities. This content-valid approach can help employers develop legally defensible employment procedures and avoid punitive damages by demonstrating the job relatedness of employment tests as required by the Civil Rights Act of 1991 and the Americans with Disabilities Act.

The *Handbook of Human Abilities* is priced at $29.95. To order or for more information on the *F-JAS Kit*, please contact:

Management Research Institute, Inc.
1300 Piccard Drive, Suite 108
Rockville, Maryland 20850
Fax (301) 527-9509
(301) 527-9510

Fleishman-Job Analysis Survey Kit

A legally defensible tool for analyzing the knowledge, skills, and abilities needed to perform jobs.

by

Edwin A. Fleishman, Ph.D.

Based on over 30 years of research, the *Fleishman-Job Analysis Survey (F-JAS)* determines the levels of knowledge, skills, and abilities (KSAs) required to perform a wide range of jobs. Each KSA is carefully defined and spans the full range of human abilities concerning cognitive, psychomotor, physical, and sensory-perceptual performance. Experienced employees use behaviorally-anchored rating scales to determine how relevant each KSA is to their job. The *Administrator's Guide* provides instructions for administration, as well as technical background information and interpretive guidance.

The *Handbook of Human Abilities* extensively defines each ability and lists tests commercially available which measure those abilities. Once the requirements of a particular job have been determined through the *F-JAS*, the *Handbook* helps professionals select tests that assess those abilities. The *F-JAS* is an invaluable tool for developing content-valid employment procedures, a critical feature, considering the increasing legal pressure to demonstrate the job-relatedness of employment tests.

Dr. Fleishman is internationally known for his research on human abilities and the analysis of work requirements. For this work, he was the recipient of the American Psychological Association's Distinguished Scientific Award for the Applications of Psychology. He is past president of the American Psychological Association's Divisions of Industrial and Organizational Psychology (SIOP), Evaluation and Measurement, and Engineering Psychology and was Editor of the *Journal of Applied Psychology*.

The self-scorable *F-JAS* offers these desirable benefits:

- Simple on site administration
- Instant scoring and interpretation
- Inexpensive and easy to use
- Ideal for group/workshop settings
- Suitable for government, industrial, and service sector applications.

The easy to understand, easy to administer, job analysis kit comes with ten 92-page self-scorable surveys, an administrator's guide, and a tally sheet - providing a complete, turnkey, in-house assessment of any job. A minimum of 10 surveys per job is required to give a legally defensible job analysis.

The *F-JAS Kit* is priced affordably at $69.95. The *Handbook of Human Abilities* is $29.95. For a free needs analysis, please contact:

Management Research Institute, Inc.
1300 Piccard Drive, Suite 108
Rockville, Maryland 20850
Fax (301) 527-9509
(301) 527-9510

The AssiStat©

Tired of having to look-up, relearn, and calculate the same old formulas over and over again? Here's some new software for Windows™ that does automated calculation of 80 formulas useful in research, practice, and in measurement/statistics courses.

*** **EASY & FUN TO USE - NO PROGRAMMING NECESSARY** ***

Choose an application from the menu, follow the prompts on the user friendly screens to enter the formula values, click a button, and the answer is there! Another click will print the results, if desired.

- **A real productivity tool for scientists/practitioners**
- **A valuable learning aid for measurement & statistics students--can help make the subject matter "come alive"**
- **Provides many applications generally unavailable in statistical software packages**

Formulas include: corrections for unreliability and direct or indirect range restriction, partial/semipartial correlations, test utility, percent normal distribution overlap, confidence intervals, moderated multiple regression test fairness, conversion of point biserial r to biserial r, several applications of the Spearman-Brown formula, maximum possible point biserial and phi coefficients given the dichotomous splits, probability counting rules, effect size displays, unit normal curve characteristics, various significance tests, Fisher r-to-Z and Z-to-r transformations, variance of sums, one-way ANOVA, linear conversion to a different measurement scale, coefficient alpha, and much more.

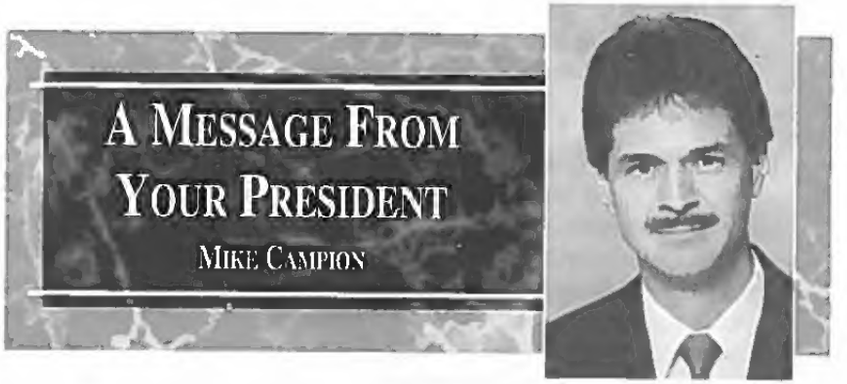
Send check or money order for $39.95 (sorry, no credit cards) plus $2.50 shipping (NJ residents also add 6% sales tax) to:

MicroMetrix Corporation
Dept. N
P.O. Box 219
Berkeley Heights, NJ 07922

Satisfaction guaranteed or 90-day license fee refund
Please allow 3-4 weeks for delivery

System Requirements
- Windows™ Version 3.1 or later
- IBM™compatible PC with 386 or higher processor and at least 6 meg RAM
- 5.2 meg free hard disk space
- 3.5" high density disk drive
- network version not available

$39.95	License fee
2.50	Shipping cost
$42.45	Non-NJ resident total
2.40	6% NJ sales tax
$44.85	NJ resident total



How to Publish Results of Applied Projects (or How Two Needles Can Find Each Other in a Haystack)

Most presidential messages are about SIOP committees and related activities. This one is different. This one is about how academics and practitioners can come together to do what our profession is all about: Use science to solve practical problems, and in so doing learn something more about the science.

This is perhaps one of the greatest aspects about our profession. We get to live "on the edge" (the edge where science and practice meet). When done real well, this allows us to get two pay-offs from our work: a contribution to an organization by solving a practical problem, and a contribution to the science by publishing an article. This is the best way I can think of to show that you are truly a scientist-practitioner. You might even end up in a song someday.

So, how do you publish the results of applied projects? I have asked many people this question, and I had some ideas of my own. Here are our suggestions. The ideas are simple, but some of the best ideas are.

1. **Get there in advance of data collection.** This idea is so basic, it is often overlooked. We often seek existing data sets, and then try to retrofit a study. Quite often, key variables are not measured, or there is a fatal design weakness. If you can get there in advance, frequently the changes required to make the data set publishable are easy to accommodate.
2. **Don't be afraid to ask for powerful research designs.** People often explain weak research designs by saying, "it was an applied project." To the contrary, research that might influence hundreds of people's lives or millions of dollars should have the strongest research designs. The logic behind research design can usually be understood by intelligent managers if explained to them properly. The

inconveniences of better designs (e.g., experimental groups, longitudinal measurement, etc.) are very small compared to the complex management of people that organizations execute every day. In other words, they can make it happen if they understand its importance.

3. **Be creative.** There is virtually always some scientific knowledge that can be gained from a reasonably large applied project. The only problem is finding it, and that is limited only by your own creativity. Start with the assumption that there is a scientific contribution in the project somewhere, and your job is to find it. Also, don t be afraid to invent new research questions or methodologies. That may even be your contribution.
4. **Communicate to both audiences.** Try to propose projects and write articles that communicate both the applied and the scientific value of the effort. Practitioners are not interested in technically esoteric research, and academics frequently dismiss pure application research. Both groups lose with such parochial views. Try to communicate both ways, and your work may influence both worlds.
5. **Link-up.** If you are in academe, seek relationships with people in practice who have access to data sets. If you are in practice, seek relationships with people in academe who have the time and incentive to write. Such relationships are mutually beneficial (and a great way to make new friends). As a way to get started, try calling a former graduate school friend who took the opposite career path.
6. **Be broad.** A critical problem in making such link-ups happen is that organizations have very narrow definitions of their research needs, and academics have very narrow research agendas. This is like two needles trying to find each other in a haystack. A broader range of interests will yield many more opportunities. Besides, this is a good way to learn something new.

IOTAS

Michael D. Coovert

I hope everyone had a wonderful holiday season, that you are well rested and are ready to gear up for the 1996 conference.

As you will see in this issue, the members of the society are quite busy and there are a lot of things going on. Be sure and see **Dick Jeanneret's** piece on proposed by-law changes related to succession planning. Pass any comments on to Dick. Also, the SIOP administrative office will now accept credit cards for most transactions, and they are an official book seller. So order your Frontiers and Practice Series books from Lee!

Phil Craiger continues to do a fantastic job as the web master for **TIP** on the World Wide Web. As this issue goes to press, the site has been visited over 10,000 times. We have several new pages there, including one for job listings and internship announcements. We are also making many forms available for downloading. These include: membership, student membership, conference and workshop registration, and so forth. So if you can't find your old **TIP** with the form you need, check the WEB.

People on the move or in the news. **Bill Hicks** was recently named the Managing Director of the Philadelphia Office at RHR International. Many years ago Bill was kind enough to share his time and wisdom with me when I was a graduate student at Ohio State working on a training project for **Milt Hakel.** I'm glad things are going well for you Bill!

Vicki Vandaveer tells me that **Chris Holmes** has joined The Vandaveer Group as V.P. in the Raleigh, NC office. **Nancy Robinson** has left Amtrak for Star Mountain, Inc. a consulting firm. **Dov Eden** has returned to Tel Aviv U. after spending his sabbatical at the University of Maryland. **Hal Hendrick** has been elected president of the Human Factors and Ergonomics Society. **Donald Cole** continues to be busy in international work. His latest efforts have taken him to Croatia, Poland, and other destinations. The Immigration and Naturalization Services has started a R&D group with an I/O interest. Contact **David Pollach** for details (202-305-0600). **R. J. Harvey** informs me that **Jeff Facteau** has joined the Virginia Tech. faculty and that **Mark Wilson** has been promoted at NC State. RJ has also set up a web site and a listserv for those interested in job analysis and personality issues. Check it out at 'http://harvey.psyc.vt.edu/'. From **David Oliver**, the second place team in the 5K race was from the U. of Southern Mississippi.

Finally, congratulations to **Jay Uhlaner** who recently received Division 19's lifetime Achievement Award. The award cites his many accomplishments in the application of behavioral science research to military problems.

Traveling in CyberSpace: Getting Connected to the Internet and WWW

J. Philip Craiger
University of Nebraska at Omaha

In the last article of Traveling in CyberSpace my co-author and I discussed the World Wide Web (WWW): the fastest growing and most ambitious Internet service, incorporating graphics, text, audio, and video media in a single "user-friendly" package. In upcoming issues I'll discuss various Internet services that are accessible from your favorite WWW browser. In this installment I discuss the various methods by which you, the reader, can connect to the Internet. (After all, if you're not connected you can't receive any of the benefits!). Caveat: The endless combinations of computers, modems, operating systems, software, and so on, prevents me from getting into any detail about the subject. Instead, I'll focus on the important general information you need to gain a better understanding of what you will need to get up-and-running on the Internet and the WWW. I will begin with a brief overview of some of the software and hardware you will need.

Getting Connected: The Basics

There are a number of items that you will definitely need if you are to gain access to the Internet and WWW, especially if you are thinking of doing so from home. An important item that you will need is a modem (a contraction of '**mo**dulator-**dem**odulator'). A modem is an electronic device that connects your computer to your phone line, and its purpose is to allow your 'client' computer to 'communicate' with the provider's 'server' computer. (My apologies to you 'techies' out there.) Modems come in a variety of models and vary according to the speed with which they transmit data, and whether the modem supports data compression and error correction protocols (discussed below).

A modem's speed is designated by the number of **bits per second** (bps: usually measured in kilo-bits, that is, thousands of bits) of data that can be transferred over a phone line. The higher the number, the faster the modem. Modems in the last few years have become faster and cheaper. If you are shopping for a modem, you probably do not want anything slower than 14.4K (read as 'fourteen dot four K'), preferably 28.8K. As with most computer technology, faster is better. Big caveat: the speed of data transfer is limited by the slower modem on either side of the connection. For example, if you've blown your pay check on the latest 28.8K modem, and you are connecting to another computer which is only transmitting at 9600K, the effective data transmission speed will be 9600K (Don't worry, your modem will know that

the other modem is running at a slower speed, and will make all the necessary accommodations automatically). As of today, many Internet providers offer only 9600 bps as their top end communications speed. Consequently, 9600 bps may be the **fastest** rate at which you can communicate. I suggest that you buy the fastest modem that your budget will allow because technology is changing so fast that soon 14.4K will be a standard low-end rate.

Most, if not all, modems have error correction and data compression capabilities. Error correction allows your computer's modem and the server computer to confirm that the information sent across the phone lines is 'correct.' Telephone lines tend to be noisy, and information transmitted over telephone may become 'corrupted.' (As an example, imagine the message 'Dan is tired' turning into 'Dan is fired'!). If one of the computers determines that there has been an error in the data transferred, it can request that the server computer 're-send' the information. As such, error correction provides the capability of 'what you send is what they get,' and vice versa.

Data compression involves reducing ('compressing') the data transmitted over the phone line. Data compression allows for much faster transmission of data over phone lines because it reduces the amount of data needed to be transferred. A new error correction standard is called the V.34 communications protocol, and it combines the V.42 error control and V.42 bis data compression standards, allowing for fast, error-free data transmission. If this is confusing, don't worry. When purchasing a modem do make sure that you ask the salesperson whether the modem you wish to buy has error correction and data compression capabilities (preferably the V.34 communications protocol). Error correction and data compression can save you time and money.

You will also need communications software. There are literally hundreds of communications software packages, each with different capabilities, so it is difficult to talk about them with any specificity. Some modems come packaged with communications software. The software you purchase will depend on the type of computer you use (Macintosh, Power Macintosh, PC, DEC Alpha, etc.), the operating system (System 7.x, DOS, Windows [actually, an operating **environment**], OS/2, or some UNIX variant), your modem, and the type of Internet service which you wish to access (more on this subject later). If you don't care to access the multimedia capabilities of the WWW there are a number of 'freeware' (free software) programs available for a number of platforms. Perhaps the most popular freeware communications program is called Kermit, and it is available for the DOS/Windows, System 7.x, OS/2, and UNIX operating systems.

I'm assuming you already own a computer. If not, there are a number of factors you will need to consider before purchasing one. If you want to take full advantage of the multimedia capabilities of the WWW, you will want a fast computer. Fast is relative, and depending on your resources, you'll want to purchase a 80486 PC or 84068 Apple Macintosh. (The 80486 indicates that

the central processing unit [CPU] is an 80486 chip, and the 84068 indicates that the Macintosh is equipped with an 84068 Motorola processor.) Because prices have fallen drastically on almost all makes of computers, and if your budget allows, you may want to purchase a Pentium-based PC or an Apple Power Macintosh computer (operating speeds typically range from 75 MHz to 133 MHz, indicating the operating speed of the computer; higher numbers of MHz = faster = better).

Because of the 'overhead' of running graphical user interface (GUI) software and transmitting and receiving multimedia from the WWW, you will definitely want a computer with as much RAM (random access memory) as you can afford, with four Megabytes being the minimum, and preferably eight. In general, the more RAM you have installed, the faster your computer will run. You should also ensure that the computer has an operating system with graphics capabilities. Apple Macintosh, Power Macintosh, and most UNIX-based computers have these capabilities built in, and most PCs are now shipped with some version of Microsoft Windows (Windows 3.1, which is a graphical operating environment that requires DOS, or Windows 95, or Windows NT). If you purchase a PC, make sure that it comes with a graphics card or graphics accelerator to speed up graphics on your monitor. Most do, however, ask the salesperson to verify. If you care to take advantage of the audio capabilities of the WWW, you may want to purchase a sound card and a pair of computer speakers. Sound cards are add-on modules that give your computer the expanded capability of playing audio files. Finally, it is desirable to have a mouse. Most new computers come with a mouse.

I've owned a half-dozen computers (including PCs, Macintosh, Power Macintosh), and I've been through the pit-falls of not knowing what to buy. I hope you find the above information useful.

TCP/IP

Before I begin describing the various methods of connecting to the Internet and the WWW, I need to provide a brief overview of a very important subject, TCP/IP, the protocol that allows you to connect to the Internet.

TCP/IP is an acronym that stands for Transmission Control Protocol, Internet Protocol. TCP/IP is the networking protocol required for a computer to communicate over the Internet. (Recall from the previous installment of Traveling in CyberSpace that a protocol is a set of computer instruction that two computers must follow in order to communicate, or alternatively, a set of rules that software must follow in order to guarantee compatibility across a computer network.) Setting a common standard for Internet communications allows a multiplicity of software and hardware to communicate freely. An analogy would be a meeting of foreign leaders from France, Italy, Spain, Israel, Great Britain, and the United States. Effective communication requires that a common language be spoken (or at least interpreters who are able to

translate among the languages). TCP/IP is a complex subject, but it is important to understand that it is the Internet standard.

Let's Get Connected!

There are a number of methods of connecting to the Internet, some of which are clearly superior to others. Without a question the best way to connect to the Internet is through a dedicated connection via a network that is linked directly to the Internet. Most large companies and probably all Universities have dedicated connections to the Internet. Dedicated connections offer the advantage of speed of access, a very important consideration given that transferring multimedia (graphics, text, audio, video) over the WWW begs for fast access. A second advantage of a dedicated connection is that the University and larger companies picks up the cost. A limitation, of course, is that to access the Internet you have to be physically located at a client computer that is directly connected to the Internet.

It's easy to find out if you have direct access to the Internet from your school or workplace: ask your system administrator (the person in charge of the computer network at your workplace or school). He or she will be able to provide you with information regarding access to Internet services and the software and hardware required. But this article isn't about direct access (if it was, I'd be finished with the article!). Rather, I'm more concerned with those of you who do not have direct access; those of you who work in smaller companies who don't have dedicated connections, or readers who would like to access the Internet and the WWW from home. With that goal in mind I'll discuss three common options of gaining direct access to the Internet and the WWW: Through commercial on-line content providers, through Internet access providers and a SLIP, PPP, or TIA connections, and through a shell account. Although these are not the only methods available to connect to the Internet, they are the most common methods and provide a relatively cheap alternative to some of the more exotic and expensive methods.

Commercial On-line Content Providers

The first on-line content provider, Compuserve, was founded in 1979. Now, you can choose from a number of providers including Delphi, Prodigy, Genie, Apple's e-World, Byte Magazine's BIX, and the very popular America Online. Most of these commercial on-line service providers include services such as electronic shopping malls and travel services, electronic mail (e-mail), stock quotes, electronic magazines, searchable databases, and limited access to the Internet. (To determine the services each provides, contact them directly. If I were to specify what services are available today, by the time this article is printed the information would surely be incorrect.)

Most of the services, including CompuServe, America On-line, and Prodigy, provide free software that allows you to access their services, and

some provide a few free hours of on-line connection time as a trial offer. The software, as far as I know, is all graphically oriented (similar to the System 7, OS/2, and Windows interfaces). Providers charge varying rates for access. Usually there is a standard monthly charge (less than $10 normally) which gives you access to a few hours of on-line time. After you extend beyond that time, charges are by the hour, and the rates can varying depending upon how fast your modem is, the speed at which you wish to connect (the faster your modem, the more the hourly access times is), and the time of day or day of week you go on-line (as with telephone rates, daily prime time rates are more).

I suggest that you read the July 1994 **TIP** article JOIN THE WORLD—IT'S E—A—S—Y by Vicky Vandaveer. She provides a good introduction of how to go on-line with a commercial service provider, although some of the information is outdated.

Internet Access Providers

The second method of gaining access to the Internet is by using a modem to connect to an Internet access provider through a SLIP, PPP, or TIA account (described below). Unlike the commercial on-line content providers discussed above, these Internet access providers provide a gateway to Internet services **only**, and provide no independent content of their own. However, once you are connected, you can access all Internet and WWW services. The main drawback is because these are modem-based connections they can not transfer data as fast as direct connections.

To contact your nearest Internet service provider your best bet is to either call your nearest computer store and ask someone familiar with the local providers for a recommendation, or (caveat emptor) look in the Yellow Pages under "computers.' Services provided may differ significantly. At the end of this article I have listed some questions that you might want to pose to the service provider before you decide to sign up.

SLIP

SLIP is an acronym that stands for Serial Line Internet Protocol. SLIP is a protocol that allows your computer to use the Internet Protocol over your telephone line, and is perhaps the most widely used. Essentially, a SLIP account allows you to connect your computer (via your modem and phone line) to a networked computer with a dedicated connection to the Internet. As such, you can send and receive information over the Internet just as if your computer were directly connected to the Internet. Unlike some of the other protocols listed below, SLIP does not support error correction and data compression. Consequently, even if your modem supports these, they will not be used.

PPP

PPP is an acronym for Point to Point Protocol. Similar to SLIP, PPP is a protocol that allows your computer to connect to on-line providers computer, which has a dedicated connection to the Internet. PPP provides more advantages than SLIP. For example, PPP supports error correction and data compression. PPP is also an official Internet data protocol, whereas SLIP is not. The primary reason that SLIP is more widely used than PPP is that SLIP was created first, and consequently has more software available.

Getting SLIP and PPP Software

Your best bet for getting SLIP or PPP software is to contact a local Internet service provider. Typically they provide subscribers with the necessary software that will allow you to connect to the Internet through their gateway (consequently, you may not have a choice of SLIP or PPP if the provider only supports one or the other). If they do not provide you with software, you should ask them for a recommendation. It is very important that you either a) use the software provided to you, or b) purchase the recommended software. This will ensure compatibility between your computer, modem, communication software, and the Internet service provider.

Modem-Based Shell Accounts and Lynx

A third option is to use your modem to connect to an Internet access provider through a 'shell account' and using a text-based (non-GUI) Web browser called Lynx. The drawback to this method is that such connections only allow command line interactions. For the uninitiated, the difference between command line and GUIs is the difference between DOS:

"c:\>xcopy c:\dos\yuck.doc c:\horr\ible\inter\face\"

and the Macintosh, OS/2, or Windows GUI interface:

"point, click"

If you are unable to use a GUI interface (because your computer is too slow, doesn't have enough RAM, etc.), a shell account and Lynx still give you the capability of accessing the WWW, albeit without the graphics, audio, and video. You will need some form of communications software (such as the freeware Kermit described above, or one of the hundreds of commercially available communications software packages). Figure 1 shows my shell account here at the University of Nebraska at Omaha, and the commands I'll need to access the TIP homepage with Lynx.

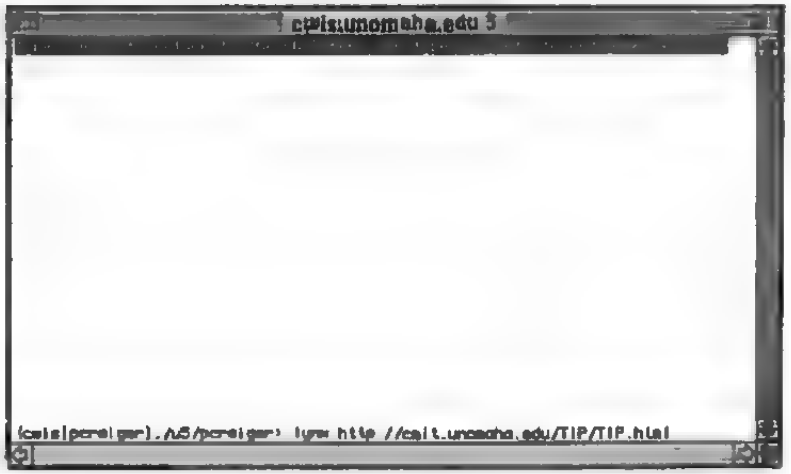


Figure 1

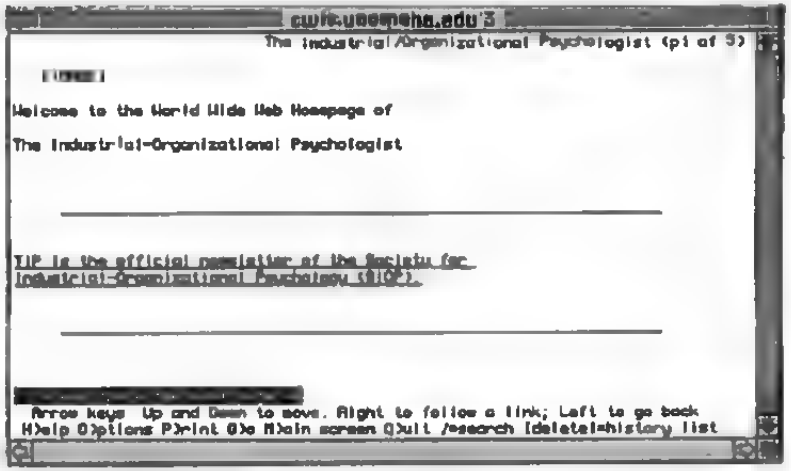


Figure 2

Figure 2 shows the Lynx interface to the **TIP** homepage. If you compare these figures to those figures in my last **TIP** article you'll see a dramatic difference between the interfaces.

Hyperlinks are in **bold.** To navigate the page you can use the arrow keys on your computer to scroll down or up. To jump directly between links you need to press the tab key. For example, pressing the tab once takes you to the first hyperlink, **Overview of the TIP homepage.** Pressing the return key will then

take you to the linked text file. Also note that there are some help instructions at the bottom of the screen. Until you are familiar with Lynx, they will come in extremely useful.

Tips on Getting Connected

I hope I've provided enough information so that you have some idea of how to get connected to the Internet. If you are still confused, you might want to purchase one of the many "how-to" books available on the Internet. Try to get the latest edition as the Internet and WWW are evolving at a rapid rate. Typically, these books (and I have a dozen of them) run over a thousand pages and provide a wealth of information on everything related to the Internet and WWW. (I'm sure Mike Coovert, **TIP** editor, wouldn't have appreciated a 1200 page manuscript on how to use the Internet!)

There are other methods of connecting to the Internet, including the very fast ISDN (Integrated Services Digital Network), and TIA (The Internet Adapter). If you are interested in looking at other options, contact your local phone company (for ISDN) or your local Internet access provider to see what is available.

Questions to ask commercial content and Internet access providers:

1. What services are offered? (WWW, e-mail, gopher, Internet Relay Chat, ftp, etc.)
2. What speed modems does the provider support? Is there a surcharge for faster modem connections?
3. How much do the services cost? Is there a monthly fee? How many hours of on-line time do I receive for the monthly fee?
4. If you are considering a SLIP or PPP account: Is there a surcharge involved with this mode of access?
5. Do they offer first time assistance in configuring the system?
6. Is communications software included?

SIOP ANNUAL CONFERENCE '96: WHAT YOU NEED TO KNOW

SAN DIEGO SHERATON HOTEL & MARINA APRIL 26-28, 1996 WORKSHOPS: APRIL 25, 1996

Katherine J. Klein
University of Maryland at College Park

It's time to start your planning for the SIOP Annual Conference in San Diego. Here's the information you need. Note that there are lots of registration deadlines — for the hotel, the Conference itself, the Pre-Conference Workshops, and Job Placement Services — and each deadline is different!

Hotel Registration

You'll find a hotel reservation form for the San Diego Sheraton in this issue of **TIP.** The conference rate is in effect until **March, 24, 1996.** Reservations made after this date will be assigned based upon availability at the hotel's prevailing published rate. I'm told that there will be a city-wide conference going on in San Diego at the same time as SIOP. Reservations anywhere in the city may be hard to come by, so make your reservation at the San Diego Sheraton Hotel and Marina as soon as possible.

Conference Registration

A conference pre-registration form is available in this issue of **TIP.** Pre-registering saves you money and time. You'll pay less now than you will if you register on-site and it will take less time for you to receive your registration materials once you're in San Diego. Your pre-registering also makes it easier for us to plan the conference. John K. Kennedy must receive your Conference Pre-Registration Form by **March 22, 1996.**

Pre-Conference Workshops

Please read Sally Hartmann's article in this issue of **TIP.** Sally and the Workshop Committee have put together a terrific set of workshops to be held on Wednesday, April 25, 1996. The Workshops Registration form is available in this issue. The deadline for pre-registering for the Workshops is **March 15, 1996.**

Program

As I write this, Lois Tetrick and the Program Committee are finalizing plans for the 1996 SIOP Program. The symposia, poster sessions, panel discussions and the like are sure to be great. As in previous years, the program will begin on Friday morning and extend through mid-afternoon on Sunday.

Job Placement

Look for information about SIOP Job Placement Services in this issue of **TIP.** Looking for a new position? Have a position to fill? Use the Job Placement Services Pre-Registration form available in this issue of **TIP.** Job Placement pre-registrations are due on **April 12, 1996.** With Steve Ashworth at the helm and continuous improvement of SIOP's Job Placement Services, Job Placement Services look very good for the 1996 SIOP Conference.

Airline Transportation

United Airlines, the official airline carrier for the SIOP Conference, is offering a 5% discount off any regular airfare to the conference (including supersavers). To get the discount, call United at (800) 521-4041 (or have your travel agent call for you) and mention SIOP's Meeting Code: 561ZQ.

Transportation from the San Diego Airport to the Hotel

The San Diego Sheraton Hotel and Marina is very close to the airport. In fact, you can see the hotel from the airport. You can't walk there, however, because of the highways between the airport and the hotel. So, take the Sheraton Hotel's free shuttle from the airport to the hotel. You catch the Sheraton shuttles (big blue vans or buses) right outside the airport. They run approximately every 10 minutes. You do not need to make a reservation or call anyone for this service. Note that taxi drivers do not like to drive people to the hotel; the fare is very small for them and they have to enter the long airport line of taxis, at the rear of the line, after their very short drive to the hotel and back.

Questions

Any questions about the hotel or the conference? Call Katherine Klein at (301) 405-5929, or use e-mail: Klein@bss3.umd.edu.

HOTEL RESERVATION FORM: 1996 SIOP CONFERENCE
San Diego, April 26-28, 1996
(Workshops: April 25, 1996)

Arrival Date: _____ Time: _____ Departure Date: _____

Name: _____ Sharing with: _____

Address: _____ Phone: (____)_____

City: _____ State: _____ Zip: _____

Would you like to reserve: _____ Single ($127) _____ Double ($147)

Number of people: _____ (Extra adults in a room are $20 per night)
Do you prefer: _____ 1 King Bed _____ 2 Double Beds
Do you prefer: _____ Smoking _____ Non-smoking

Prices listed above are in effect until March 24, 1996. Reservations made after this date will be assigned based upon availability at the hotel's prevailing published rates. All reservations must be guaranteed for late arrival (after 4 p.m.) with a credit card or one night's deposit plus 10.5% tax. There is no penalty for reservations cancelled 48 hours prior to the date of arrival. Reservations cancelled within 48 hours of arrival will be charged one night's room and tax to the credit card, or that amount of deposit will be forfeited.

_____ American Express _____ Mastercard _____ Discover
_____ Diners Club _____ Visa _____ Enroute _____ JCB

Credit Card # _____ Expiration Date: _____

Print name as it appears on the card: _____

Signature: _____

Mail form to: **SHERATON SAN DIEGO HOTEL & MARINA**
Reservations Manager
1380 Harbor Island Drive
San Diego, CA 92101-1092
Or, fax to: **(619) 692-2312** **Or, call: (619) 692-2265**

Note that workshops typically sell out during the pre-registration period. On-site registration is only available if someone who has pre-registered for a workshop fails to show up.

If Your Organization Is Paying. . .

Please forward a copy of your Workshops Registration Form directly to the co-registrar, Karen M. Barbera even if your organization is sending the check separately. (Sometimes they don't send the form.) Indicate on the copy of the form that your organization is paying. Make sure your name in on the check. (Sometimes organizations don't indicate who the registration money is for.) **Keep in mind that your registration form will not be processed until payment is received.**

Cancellation Policy

If you must cancel your Workshop registration, notify Karen Barbera **in writing** at the address above. Workshop fees (less a $60 administrative charge) will be refunded until March 28, 1996. A 50% refund will be granted between March 29, 1996 and April 11, 1996. No refunds will be granted after April 11, 1996. All refunds will be made based on the date when the written request is received.

Got Questions About Registering For the Workshops?

If you have questions about registering, please contact:

Victoria B. Crawshaw
SIOP Workshop Co-Registrar
Sears, Roebuck and Co.
Telephone: (708) 286-9031

OR

Karen M. Barbera
SIOP Workshop Co-Registrar
Personnel Research Associates, Inc.
Telephone: (708) 640-8820

SIOP Calendar

TIP Deadline for April Issue	February 15
SIOP Pre-Conference Workshops Mail Registration Deadline	March 15
SIOP Conference Mail Registration Deadline	March 22
SIOP Conference Hotel Registration Deadline	March 24
SIOP Job Placement	April 12

SIOP PRE-CONFERENCE WORKSHOPS REGISTRATION FORM

Workshops take place on April 25, 1996. The deadline for Advanced Registration is March 15, 1996. Please type or print clearly.

Name: First_____Middle _____Last _____

Job Title: _____

Mailing Address: _____

_____

_____Zip + 4 _____

Bus. Phone: (_____) _____

Home Phone: (_____)_____

MEMBERSHIP STATUS AND COST: (check one only)

_____ SIOP Member/Fellow/Student Affiliate: $270
_____ APA/APS Member/Fellow/Student Affiliate: $355
_____ Non-Member of SIOP/APA/APS: $410

WORKSHOP SELECTION: All workshops have been designed as half day workshops. You must register for 2 half-day workshops. Based upon your choices, and on availability, you will be assigned to two workshops. Please list 5 choices in order of preference (1st is highest preference, 5th is lowest preference).

Section Number Section Title

1st Choice: _____
2nd Choice: _____
3rd Choice: _____
4th Choice: _____
5th Choice: _____

Registration for the Workshops is by mail only (not fax or phone), on a first-come, first-serve basis. Mail your form and fee to:

Karen M. Barbera
SIOP Workshops Co-Registrar
Personnel Research Associates, Inc.
657 E. Golf Road, Suite 309
Arlington Heights, IL 60005
Telephone: (708) 640-8820

Remember your Workshops Registration Form and fee must arrive on or before March 15, 1996.

Make check or money order (U.S. currency only) payable to: SIOP Workshops. Credit cards cannot be accepted. Payment must be received for a registration to be processed.

CONSULTANTS FOR ORGANIZATIONAL RESOURCE EFFECTIVENESS

Human Resources for a Competitive Advantage

Whether your objective is to assess individual employee abilities, improve job performance, or increase organizational effectiveness, CORE Corporation applies the most recent advances in human resource management to design and implement programs that will meet your unique needs.

- JOB ANALYSIS AND REDESIGN
- PERSONNEL SELECTION AND PROMOTION
- INDIVIDUAL ASSESSMENT AND COACHING
- TRAINING AND DEVELOPMENT
- PERFORMANCE APPRAISAL
- ORGANIZATIONAL CHANGE MANAGEMENT

CORE Corporation

Pleasant Hill Executive Park
391 Taylor Blvd., Suite 110
Pleasant Hill, CA 94523-2275

Call us at: 510-676-6265
FAX: 510-676-0519

Pre-Conference Workshops

Sally Hartmann

SECTION 1 (Half Day)
FROM ONE TO MANY: PERFORMANCE MANAGEMENT AND REWARD SYSTEMS FOR TEAMS

Susan G. Cohen and Gerald E. Ledford, Jr.
Center for Effective Organizations

Performance management and reward systems have traditionally been designed for the individual. The increased use of teams requires new designs that motivate team and organizational performance. How does an organization manage performance — that is, define, develop, review, and reward performance — at the team and organizational levels, while maintaining individual motivation, performance and satisfaction? This workshop will focus on approaches to performance management and reward system design for teams.

Workshop participants will gain an increased knowledge of how performance management and reward systems can motivate team performance. Relevant issues in transitioning from an individual to a team based system will be identified, and specific strategies for addressing these issues will be discussed. Examples of different types of teams (self managing, parallel, project management) will be used to demonstrate how effective pay systems may differ depending on team type, and to illustrate the trade-offs involved in the design of team based systems. A systemic approach to understanding performance management and goal alignment at the organizational, team, and individual levels will be presented.

The workshop will be most useful for academics and practitioners who are interested in designing performance management and reward systems for teams.

Susan G. Cohen (Ph.D. in Organizational Behavior, Yale University) is a Research Scientist at the Center for Effective Organizations, Graduate School of Business, University of Southern California. Dr. Cohen has done research and consulted on a variety of approaches to improving organizational effectiveness, including group empowerment and effectiveness, employee involvement, organization development and change, participative management and performance management. She has done extensive research on self-managing teams and team effectiveness, particularly in knowledge work settings. She is the author of numerous articles and book chapters abut teams and teamwork, employee involvement and empowerment and human resource

settings. She is the author of numerous articles and book chapters about teams and teamwork, employee involvement and empowerment and human resource strategies. She is a co-author of *Designing Team-Based Organizations: New Forms for Knowledge Work* (Jossey-Bass, 1995) and *Teams and Technology: Fulfilling the Promise of the New Organization* (Harvard Business School Press, 1996). She is an active member of several professional societies, including the Academy of Management, the Western Academy of Management and the American Psychological Society.

Gerald E. Ledford, Jr. (Ph.D. in psychology, University of Michigan) is a Senior Research Scientist at the Center for Effective Organizations, School of Business Administration, University of Southern California. Dr. Ledford has conducted research on a variety of topics, including employee involvement, quality practices, job design, organization change processes, and innovative reward systems. He has published over 50 articles and book chapters and is co-author of five books. He has consulted extensively on the strategic design of compensation systems and on the design of specific pay innovations such as skill-based pay and gainsharing. His research on compensation includes co-direction of a study of 97 skill based pay plans for the American Compensation Association.

Coordinator: **Caroline Pike,** Knowledge Systems and Research, Inc.

SECTION 2 (Half Day)
EEO: LEGAL AND REGULATORY DEVELOPMENTS

David A. Copus
Jones, Day, Reavis, & Pogue

David P. Jones and James C. Sharf
HRStrategies

This half-day workshop will cover both legal and regulatory developments as well as the legislative bidding on both sides of the Presidential campaign. Legal issues will be framed by proposing alternative uses of assessment procedures based on actual validity evidence and/or on fact situations presented at trial. Specific topics to be covered include:

- *Judicial Trends in Title VII Case Law,* such as requirements for a formal validation study, statistical prima facie definitions of discrimination, precedent of transporting and generalizing validity evidence, banding, testing only targeted applicants, and jury trials involving disparate treatment.
- *Age Discrimination in Employment Act,* including the applicability of the "adverse impact" definition of discrimination, the applicability of the "Uniform Guidelines," and defending reduction-in-force procedures.
- *Americans with Disabilities Act,* specifically the courts' interpretation of reasonable accommodation."

- *Legislation,* including issues related to the "Equal Opportunity Act of 1995," the California Civil Rights Initiative, and the status of federal preferential treatment and set-aside programs.
- *Alternative Dispute Resolution* and its relationship to Title VII if the resolution is not voluntary.
- *Privacy* issues with regard to state versus federal statutes.

David A. Copus is a partner in the Washington office of Jones, Day, Reavis & Pogue. Following a distinguished career at the EEOC, he entered private practice in 1977. He is a nationally recognized employment discrimination expert, having been named by the National Law Journal as "among the nation's best litigators in employment law." A graduate of Harvard Law School and widely published, David is a member of the Advisory Board of the National Employment Law Institute, the American Bar Association's Section on Litigation and Labor & Employment Law, and the editorial board of *Corporate Counsel's Guide to the ADA.*

David P. Jones is President and founder of HRStrategies, an international human resources consulting firm employing one of the largest groups of industrial psychologists in the world. HRStrategies specializes in the design, implementation and outsourcing of employee selection and assessment procedures. From his days as a Ph.D. student of Bob Guion's at Bowling Green University, Dave now employs a staff of over 500 that became affiliated with the benefits consulting company Godwins Booke & Dickenson, a member of the Aon family of companies. Dave has served as an expert witness in Title VII litigation and is a frequent speaker at business forums and legal seminars.

James C. Sharf served as EEOC's Staff Psychologist in the mid-1970s, where he negotiated the *Uniform Guidelines on Employee Selection Procedures*. With a Ph.D. from the University of Tennessee, his research has focused on developing biodata instruments and his writing on fair employment issues. Before joining HRStrategies and opening their Washington Office, Jim served as Special Assistant to the EEOC's Chairman whom he advised on "race norming" issues during the drafting of the Civil Rights Act of 1991. A Professorial Lecturer in two departments at the George Washington University, this will be Jim's fifth SIOP "legal issues" workshop.

Coordinator: **Kerrie Quinn Baker**, Federal Bureau of Investigation.

SECTION 3 (Half Day)
MANAGING CONTEXTUAL PERFORMANCE

Stephan J. Motowidlo
University of Florida

Walter C. Borman
University of South Florida and
Personnel Decisions Research Institutes, Inc.

Job performance can be divided into two broad categories: task performance and contextual performance. Task performance includes activities that transform raw materials into goods and services produced by the organization. Contextual performance includes activities that go beyond technical aspects of the job, activities such as volunteering, persisting with extra effort, helping and cooperating with others, and endorsing organizational procedures and objectives. Related to behavioral patterns such as organizational citizenship behavior, prosocial behavior, and organizational spontaneity, contextual performance is arguably a critically important ingredient for organizational survival and effectiveness.

The workshop presenters will summarize the theoretical and empirical background for the development of ideas related to contextual performance. Presenters and participants will then focus on four managerial strategies for dealing with it — selection, training, motivation, and organizational climate.

Selection issues include matters such as the relative predictive potential of personality and ability variables and selecting according to maximum or optimum scores. Training issues include questions about how specific forms of contextual performance can be identified and taught and how situational constraints might modify the particular form of contextual behaviors likely to be organizationally desirable. Motivation issues have to do with providing rewards for contextual behaviors that go beyond the job description and withholding rewards or correcting employees when they do not do "more than required." Organizational climate issues include effects of job satisfaction, organizational justice, and considerate supervision on the expression of contextual performance.

Stephen J. Motowidlo is Professor of Management and Director of the Human Resource Research Center at the University of Florida. He has consulted and published widely in areas related to employee selection, work motivation, morale, and occupational stress. He is a Fellow of SIOP and a member of the editorial boards of the *Journal of Applied Psychology, Human Performance,* and *Journal of Management.*

Walter C. Borman is Professor of Psychology at the University of South Florida and President of Personnel Decisions Research Institutes, Inc. He is past president of SIOP and has completed many projects in the areas of job analysis, performance appraisal, and personnel selection. He is on the editorial

boards of the *Journal of Applied Psychology, Personnel Psychology,* and *Group and Organization Management.*

Coordinator: **Linda Sawin,** AL/HRMI.

SECTION 4 (Half Day)
LINKING EMPLOYEE SURVEY RESULTS TO KEY ORGANIZATIONAL OUTCOMES

Ann Marie Ryan
Bowling Green State University

Jack Wiley
Gantz Wiley Research

Those responsible for managing employee survey efforts seek to insure that survey programs align with organizational strategy and link to key organizational objectives. This workshop will focus on how to link employee survey results to important outcomes, particularly customer satisfaction and business performance. Based on a review of research published-to-date, the workshop will present a Linkage Research Model which connects leadership practices to employee and customer results, as well as to business performance. In addition, the case studies will be used to illustrate the more technical issues in linkage research data analysis and interpretation (for example, the usefulness of various outcome measures, appropriate units of analysis, aggregation of data and moderator variables). Also included will be a discussion of different techniques for how to present and use linkage research findings.

The workshop is aimed at those who are considering linking employee survey results to other organizational measures. Provided will be information on the kind of issues that need to be considered in such an undertaking, how to interpret linkage research results, and how to use such findings to improve survey efforts and more strategically affect organizational change.

Ann Marie Ryan is Director of the Institute for Psychological Research and Application and an Associate Professor at Bowling Green State University. As a firm believer in conducting research to address practical problems, she has published on a variety of topics, including individual assessment, personality testing, and applicant reactions to selection procedures. Through her university research and private consulting firm, AMR, Inc., she has been involved in research on connecting employee attitudes to organizational outcomes.

Jack Wiley is President, Gantz Wiley Research, a consulting firm specializing in conducting employee opinion and customer satisfaction surveys for corporate clients both domestically and internationally. Previously he was Director of Organization Research at Control Data Business Advisors. He also held personnel research positions at National Bank of Detroit and Ford Motor Company. He received his Ph.D. in Organizational Psychology from

the University of Tennessee in 1978. He is a Licensed Consulting Psychologist, a Senior Professional in Human Resources (Human Resources Certification Institute), and has several years of graduate/business school teaching experience as an adjunct professor.

Coordinator: **Michael York,** School of Psychology, Georgia Tech.

SECTION 5 (Half Day)
SUCCEEDING AT MAJOR ORGANIZATIONAL CHANGE

Linda L. Hoopes
ODR, Inc.

Many organizational changes are undertaken with high hopes, but in too many cases the expected benefits are not fully achieved. Many of the barriers to successful organizational change reflect inadequate sponsorship from organizational leaders. This can take many forms, including: initiating more changes than the organization can handle, providing inadequate support for important initiatives, and allowing a project to become sidetracked before completion in order to pursue the next bright idea.

The workshop will focus on defining and clarifying the sponsor's role, on techniques and tools for identifying potential sponsorship problems, and on tactics for securing and maintaining strong sponsorship for major organizational change. It is primarily designed for internal or external agents of change who would like to improve the success rate of changes they undertake by developing more effective and powerful relationships and key sponsors. It will also be beneficial for individuals who are involved in helping executives develop their skills as effective leaders of major change. The session will integrate presentation, discussion, and exercises focusing on real-life situations. The objective of the session is for participants to take away both a stronger conceptual understanding of sponsorship and a set of skills that will be useful in their daily work.

Linda L. Hoopes is the Director of Research and Diagnostic Development at ODR, Inc. in Atlanta, Georgia, and an adjunct assistant professor of psychology at the Georgia Institute of Technology. She holds a Ph.D. in Industrial Organizational Psychology from the University of Tennessee. Her research interests focus on various aspects of organizational change as well as the resilience of individuals, teams, and organizations. She has developed a number of tools which are used to assist client organizations in the implementation of major change. She is an active member of SIOP and of the Atlanta Society for Applied Psychology.

Coordinator: **Linda Carr,** Allstate Research and Planning Center, **Timothy Clifton,** Andersen Consulting.

SECTION 6 (Half Day)
DESIGNING EXECUTIVE EDUCATION WITH THE WHOLE PERSON AND THE WHOLE ORGANIZATION IN MIND

Nancy L. Badore
Formerly of The Ford Motor Company

Gary E. Jusela
The Boeing Company

Organizations everywhere are seeking to navigate a world of continuous change. The demands for adaptive leadership are as great as ever, and a challenge for organizations is to facilitate the continuous learning of senior executives. Executive education designed well is a tool for accelerating the agenda of organizational learning and cultural change.

This workshop will draw on our respective and combined experiences in designing and implementing executive education within Ford Motor Company and the Boeing Company. Our objective for this session will be to engage the audience in a process of collective inquiry and dialogue, addressing such subjects as:

- Establishing the credibility and political support for launching and sustaining executive development;
- Creating and managing effective teams for curriculum design;
- Following a reliable method for program development, starting with customer data and establishing a purpose that matters;
- Finding the flow by managing the polarities of control versus chaos, head versus heart, and task versus process;
- Assessing program outcomes; and
- Refining and expanding program offerings

We will employ a design for this session that mirrors the processes we have used in our respective curricula, balancing theoretical and practical presentations with active engagement and dialogue among seminar participants.

Nancy Badore was an Executive Director with The Ford Motor Company. She founded and ran Ford's Executive Development Center, a strategic and educational forum serving the top 2000 executives world-wide. Prior to that, she was responsible for directing large-scale organizational change efforts for Ford. Her work has been documented in such books as Richard Pascale's *Managing On the Edge*, Donald Petersen's *A Better Idea*, and Sally Helgeson's *The Female Advantage*. Now a consultant, she specializes in assisting senior management teams achieve strategic organizational change. Nancy received her B.S. and M.A. in Experimental Psychology from California State University, San Diego, and her Ph.D. in Social-Community Psychology from Boston College.

Gary Jusela is the Corporate Director of Executive Education and Development for The Boeing Company, where he is responsible for managing the company's Senior Executive Program and advising company management and employees on large-scale systems change, teamwork, and empowerment. Prior to joining Boeing, he served as an internal consultant with The Ford Motor Company, addressing cultural change with a wide range of Ford's domestic and global operations. Gary received his M.A. and Ph.D. in Organizational Behavior from Yale University and his B.S. in Psychology from the University of Michigan.

Coordinator: **Rogers Taylor,** State Farm Insurance Companies.

SECTION 7 (HALF DAY)
CORPORATE LEADERSHIP SUCCESSION: IDENTIFYING, DEVELOPING AND UTILIZING LEADERS TO ACCOMPLISH CORPORATE STRATEGIES

Robert F. Silzer, Ph.D.
HR Assessment and Development Inc.

Mirian M. Graddick, Ph.D.
AT&T

The workshop is intended to provide a broad framework for leadership succession in an organization beyond traditional succession or replacement planning.

This half-day workshop will discuss approaches to:

- specifying future corporate leadership needs,
- identifying existing and potential leadership talent,
- providing developmental experiences and opportunities,
- utilizing talent in human resource decisions

The workshop will draw upon the corporate and consulting experiences of the workshop leaders and participants. Both leadership succession concepts and tools will be reviewed. The workshop is designed to help participants: understand the various frameworks used to identify leadership success, learn practical concrete techniques for developing a succession system, understand how to approach succession planning in a dynamic, changing environment, identify the critical success factors required to effectively implement a succession system, identify ways to link succession planning with ongoing development, and identify key roles and responsibilities in succession planning.

The workshop is for professionals who are either experienced in leadership succession and want to learn some new approaches or new to the topic and want a basic understanding of how to think about and develop succession planning systems.

Robert F. Silzer is currently President of HR Assessment and Development Inc., a New York based consulting firm. He has 20 years experience as an internal corporate manager and an external consultant working with many major corporations in executive and management issues.

He also is an adjunct professor at New York University in the Graduate Psychology Program. He received his Ph.D. in industrial and organizational psychology and counseling psychology from the University of Minnesota.

Mirian M. Graddick is currently Vice President - Executive Human Resources, Multimedia Products Group. She is responsible for executive succession planning, staffing, compensation, benefits, leadership development, HR professionalism and EO/AA/Diversity. She also supports the Group Level HR needs within the Multimedia Products Business Units and Division. Dr. Graddick received her M.S. and Ph.D. from Penn State in Industrial/Organizational Psychology.

Coordinator: **William Grossnickle**, Psychology Department, East Carolina University.

SECTION 8 (Half-Day)
PERSONALITY AND INTEGRITY TESTING FOR PERSONNEL SELECTION: ISSUES AND CONTROVERSIES

Paul R. Sackett
University of Minnesota

Leaetta M. Hough
Personnel Decisions Research Institutes, Inc.

The workshop will focus on providing attendees with a basis for sound decisions about the incorporation of personality or integrity testing into selection systems. Issues that have proven controversial about these kinds of tests will be reviewed from the perspectives of both the critic and the supporter of personality and integrity testing. Topics examined include job analytic techniques, the use of the "Big 5" vs. other conceptual frameworks, legal issues in light of the ADA and the Civil Rights Act of 1991, response distortion, concerns about the social costs of misclassification, and the research base supporting personality and integrity tests.

Paul R. Sackett has been an active researcher in the area of integrity testing for many years and has written four comprehensive reviews of developments in this area (1979, 1984, 1989, and 1995). He holds the Carlson Professorship in Industrial Relations at the University of Minnesota, and received his Ph.D. in Industrial and Organizational Psychology at the Ohio State University. He served as the editor of Personnel Psychology from 1984 to 1990, and co-authored the text *Perspectives on Employee Staffing and Selection*. He served as president of SIOP in 1993-1994.

Leaetta M. Hough is a leading researcher in the use of personality measures for making personnel decisions. She published a JAP monograph (1990) on the validity of personality constructs and the effect of intentional distortion on validity, and recently co-authored a chapter on personality for the forthcoming *Frontiers volume Individual Differences and Behavior in Organizations*. She received her Ph.D. from the University of Minnesota in 1981, and has authored over 150 articles, chapters, technical reports, and conference papers. She is a co-editor of the four-volume *Handbook of Industrial and Organizational Psychology*, and is a fellow of SIOP, APA, and APS. She is a founder and executive vice president of Personnel Decisions Research Institutes, Inc.

Coordinator: **Terri Scandura**, School of Business Administration, Department of Management, University of Miami.

SECTION 9 (Half-Day)
SUCCESSFUL INTERNAL CONSULTING: A LOT OF THINGS THAT WORKED AND SOME THAT DIDN'T

Oliver H. London
London & Associates

Credibility, trust, value-added and partnership are keys to success as an internal consultant. The most common obstacles are gaining credibility within the organization and ensuring that your services' value-added are obvious, especially against the bottom line. This workshop will provide insight on the unique role of the internal consultant through the experience of someone who has been there in multiple industries. This session is intended for professionals currently functioning as internal consultants or considering becoming one.

Some of the specific issues that will be discussed include:

- how to start up an internal consulting function
- building the staff and choosing the right services to offer
- how to market your services based on an impact-driven strategy
- how to gain and maintain credibility within the organization
- how to say no
- how to create alignment with the mission, vision, values
- measuring the impact of your contributions
- a comparison of internal consulting across several industries -similarities and differences

Oliver London currently owns a consulting firm, London & Associates, which concentrates on employee development, skills assessments, and organization change. Prior to establishing his consulting firm, he was vice-president of Organization Development and Education for Harris Methodist Health System — an integrated health care system with 230,000 covered lives, seven owned hospitals and affiliations with 51 other hospitals and 2,000 physicians. In this position he worked in culture change, core competency development, learning to learn, training, performance measurement, computerized task analysis and development, executive team building, succession planning and the development of Harris University. Dr. London

was an internal consultant with a number of different companies before working with Harris, including Brown-Forman Corporation, Burger King, the National Broadcasting Company (NBC), and PPG Industries. He taught graduate and undergraduate classes in Industrial/Organizational Psychology at the University of Pittsburgh for six years. He holds a Ph.D. in Industrial/Organizational Psychology from Colorado State University, a Master's degree from the University of Texas at Austin, and a bachelor's degree from Susquehanna University.

Coordinator: **Lisa Collings,** Harris Methodist Health Services.

SECTION 10 (Half-Day)
LESSONS LEARNED ABOUT LEARNING ORGANIZATIONS

Peggy K. Steele
International Learning Systems, Inc.

Kristin P. Wright
International Learning Systems, Inc.

In environments involving high levels of competition, rapid change, and increasingly sophisticated customers, successful organizations will be those characterized as "learning organizations." One of the hallmark characteristics of a learning organization is permeability and the capacity to readily share material, human, and information-based resources within the organization, and between the organization and its external environment. In learning organizations, individual members of the organization, teams, units, and divisions understand how they influence the operations of the organization. Similarly, the individuals, teams, units, and divisions recognize how they, in turn, are influenced by the organization and its environment. It goes without saying that such concepts represent a relatively dramatic shift in the thinking of organizations and their members.

The purpose of this workshop is to share fundamental principles underlying learning organizations and perhaps more importantly, to discuss how such principles can be applied in our efforts to guide clients toward organizational effectiveness. We will share lessons from our own company's development as a learning lab as well as our experiences advising clients as they establish themselves as learning organizations. The workshop will be highly interactive and will involve cases that challenge participants to consider critical issues associated with the development and maintenance of learning organizations — from the consultant and the participant perspective.

This workshop is intended for persons who engage in or have interest in consulting related to organizational effectiveness. Participants should have a basic understanding of open-systems theory.

Peggy Steele is founder and president of International Learning Systems, Inc., a personnel systems consulting firm in Golden, Colorado. Steele brings a

unique combination of skills to ILS — with training in theater, education, and business. Steele has a master's degree in education from Northwestern University in Evanston, IL, with advanced certification through the Kellogg School of Management and a bachelor's degree from Northern Illinois University. She has won numerous awards and is recognized for the quality of her work with organizations in the areas of research, leadership, and sales and service training. Steele founded and has led ILS with explicit desire to balance the company's development as a legitimate consulting business and its emergence as a learning organization.

Kristin Wright is an assessment and evaluation specialist for International Learning Systems, Inc. She is currently completing her doctorate in industrial/organizational psychology at Colorado State University with an emphasis on social dynamics associated with the employment of persons with disabilities. Wright holds a bachelor of science degree in psychology and a master of science degree in industrial/organizational psychology. At ILS, Wright has been involved in the development of certification programs, training evaluation, diversity-related organizational assessments, and a variety of other applied business research projects. Wright is also a part-time faculty member of the University of Colorado at Denver.

Coordinator: **Angela McDermott,** Dell Computer Co.

SECTION 11 (Half-Day)
BUILDING BUSINESS MEASUREMENT SYSTEMS TO DRIVE PERFORMANCE

Don Schilling
Weyerhaeuser Company

Albert Valera,
Texaco, Inc.

In today's intensely competitive environment, the rate of improvement is one of the most decisive factors influencing an organization's ability to gain and sustain a competitive advantage. Before we can embark on a never-ending journey of improvement, however, we must first be able to measure performance. With measures we can set goals, monitor progress toward those goals and involve everyone in removing barriers to performance improvement.

This workshop presents a proven framework for identifying and developing the vital few measures that drive performance at all levels of the organization. Approaches to performance feedback are reviewed. How desired performance results can be achieved by linking performance measures to team problem-solving activities and reward and recognition systems will also be discussed.

Don Schilling is a Human Resource and Organization Development Manager for Weyerhaeuser Paper Company. He is currently implementing a high performance work system in a major Northwest paper mill. Previously, Don has held positions as Director of Quality for Char-Broil, a market leader in outdoor cooking appliances, and Senior Consultant for Tarkenton

Productivity Group, a consulting firm promoting innovative management practices. His 15 years of experience span a wide range of high involvement and quality improvement initiatives. Don holds an M.S. in Behavior Analysis from Southern Illinois University and a B.A. from the University of Cincinnati.

Albert Valera is an organizational effectiveness consultant for Texaco, Inc. In this role he works with Texaco managers world-wide to improve organizational performance. Prior to joining Texaco, Albert worked for Weyerhaeuser Paper Company as a Human Resource Manager and for Martin Marietta Aerospace as an organizational development specialist. Throughout his career Albert has been involved in TQM practices. Albert holds an M.B.A. from Millsaps College (1986) and a B.B.A. from Loyola University (1983).

Coordinator: **Alison Eyring**, Texaco, Inc.

SECTION 12 (Half-Day)
STRATEGIC MANAGEMENT

Albert A. Cannella, Jr.
Texas A&M University

Strategic management and industrial organizational psychology have tended to go their separate ways in that few individuals have received training in both areas. The emphasis in strategic management has always been the development and maintenance of competitive advantages. These provide the firm with ways to defend itself against competitive attack, thus helping to insure long-term survival and profitability. Until recently, the views which dominated strategic management tended to view human actors as relatively uniform across firms, and therefore of little value with respect to competitive advantage. Recent developments in strategic management, however, highlight the value of firm-specific resources for the development of competitive advantage. Indeed, in the resource-based view of the firm, human resources comprise perhaps the most critical source of firm-specific resources and thus competitive advantages.

This workshop will provide an overview of strategic management, including traditional views and the more recent resource-based view. The discussion will center on developing an understanding of what strategic management is, how strategic analyses are done, and the linkage between strategic management and industrial organizational psychology.

Albert A. (Bert) Cannella is Associate Professor of Strategic Management at Texas A&M University. He received is Ph.D. in strategic management from Columbia University in 1991. His research interests center around executives and their roles in strategy and strategic management. His published work has appeared in a number of academic and practitioner journals. He won the 1994 Former Students Association Outstanding Teacher Award for the College of

Business Administration and Graduate School of Business at Texas A&M and currently serves on the Editorial Boards for both *Academy of Management Journal and Journal of Management.*

Coordinator: **Patrick Wright**, Texas A&M University.

SECTION 13 (HALF-DAY)
GOING GLOBAL: ISSUES IN APPLYING I/O APPROACHES ACROSS CULTURES

Ellen Van Velsor
Center for Creative Leadership

Charles J. de Wolff
Catholic University of Nijmegen

John R. Fulkerson
PepsiCo Foods & Beverages International

U.S. employers are making significant changes in response to the *global economy*. Whether in response to NAFTA, the new political realities of Eastern Europe or the economic development of Southeast Asia, U. S. organizations are expanding their presence around the globe. However, employers are facing a key challenge in doing this: they must manage people in different cultural contexts. Organizations are facing the issue of whether they can apply their U.S. developed human resource programs across diverse cultures.

This workshop will address issues in applying human resource programs in the international context. Addressing I/O topics that impact the cross-cultural management of human resources, the workshop leaders will cover issues affecting selection, management development and performance management in the international context. Workshop presenters will address such issues as: global management characteristics, cross-cultural values and their impact on HR issues, the impact of socio-economic infrastructure on applying concepts of I/O psychology and selection issues in Europe vs. the U.S.

Ellen Van Velsor is a Research Scientist and Director of the Product Development Research group at the Center for Creative Leadership (CCL). She holds a Ph.D. in Sociology from the University of Florida and was a Postdoctoral Fellow in adult development at Duke University. In her 12 years at CCL she has conducted extensive research on issues in leadership. An author of numerous publications, she has co-authored *Breaking the Glass Ceiling: Can Women Reach the Top of America's Largest Corporations?* (1991, Addison-Wesley), and "Why Executives Derail: A Cross-Cultural Perspective" (1995, *Academy of Management Executive*).

Charles J. De Wolff is an emeritus professor at the Catholic University of Nijmegen, Holland. He studied I/O psychology at the Free University in Amsterdam and has extensive experience in both organizational and academic settings. He worked for 8 years as a research psychologist for the Royal Dutch

Navy and for 16 years as head of the psychology department of Hoogovens (a Dutch steel company). He has been a professor of I/O psychology at Leyden University and at Nijmegen for 19 years. He has consulted extensively in Europe on I/O issues and has served as a board member of several organizations. He has been active on the boards of several professional organizations and has served as Secretary General of the International Association of Applied Psychology. He has published extensively on the topics of personnel selection, organizational stress and professional issues and is co-editor (with Drenth and Thierry) of the *Handbook of Work and Organizational Psychology* (Wiley) and the *New Handbook* (in press, Earlbaum).

John R. Fulkerson is Vice President of Organization and Management Development at PepsiCo Foods & Beverages International. He is responsible for the development and implementation of human resource programs in company owned plants, franchise operations, joint ventures and distributorships in the 160+ countries in which they operate. He received his Ph.D. from Baylor University and has worked for the federal government, LWFW, Southwest Bancshares and for the past 13 years PepsiCo. He has led numerous human resource programs in the international context, including initiatives in: human resource planning, performance management/appraisal, leadership, management success/derailment characteristics, personnel practices and selection/on-boarding programs. He has co-authored articles on international human resources, including: "Managing Worldwide Diversity at Pepsi-Cola International" (in S.E. Jackson and Associates (Eds.), 1992, *Diversity in the Workplace*, Guilford Press) and "Strategic Performance Measurement and Management in Multinational Corporations" (1991, *Human Resource Management*).

Coordinator: **Ronald C. Page,** Saville & Holdsworth Ltd.

SECTION 14 (HALF-DAY)
LINKING PEOPLE MANAGEMENT TO CUSTOMER OUTCOMES

Berth Jonsson
SMG Management Group

Jeffrey J. McHenry
Microsoft Corporation

In the new service economy, the key to business success is creating customer value added (CVA), such as increased customer satisfaction and loyalty. A major challenge for our profession is helping **managers understand how management practices build human capital in a way that creates CVA.**

This workshop will:

- describe a People Value Added (PVA) model that incorporates empowerment, competencies, learning, teamwork, and leadership,
- discuss how PVA can be measured and communicated to management,
- summarize survey based research at Microsoft and other companies that links PVA and people management practices to CVA, and
- demonstrate how research linking people management practices (PVA) to customer satisfaction and loyalty (CVA) can be used to help initiate and energize organizational change.

Berth Jonsson is a Sociologist by training. He spent four years conducting business environment analysis for the Skandia Insurance Company and seventeen years working in the automobile industry for Volvo. He was the driving force behind Volvo's efforts to develop new manufacturing and job design systems which started in the world famous Kalmar Plant in Sweden. He later became Vice President of Human Resources for the Volvo Group. Since 1988, he has been a Senior Partner and Consultant with SMG, where he heads the Managing Value Potential (MVP) business area. He divides his time between projects in the U.S. and Europe.

Jeff McHenry is a manager in Microsoft's Executive and Management Development group where he is responsible for management and organizational development for worldwide sales and support. At Microsoft and in his previous job at Allstate Insurance he managed the company's employee survey. He has been involved in several research studies linking people management practices to business outcomes, such as customer satisfaction, productivity, and employee turnover. Jeff has a Ph.D. in Industrial/Organizational Psychology from the University of Minnesota.

Coordinator: **Pat Pedigo,** IBM Consulting Group.

4th Annual conference on
Consultation to Corporations and Business **February 18 -- 21, 1996**

Sponsored by the Division of Consulting Psychology, this annual conference provides a unique forum for consulting psychologists to share ideas, learn from leading practice and theory leaders, make important business and consulting connections, and enjoy the beauty and pleasure of the warm and sunny Colorado mountains. This year's theme and representative topics include:

Consulting for Impact — What Really Makes a Difference?

- ☑ Consulting that makes a difference — Are we doing anything that really matters? A view of consulting in the context of important world events.
- ☑ The OD side of reengineering — Who do we really compete with and how?
- ☑ Executive and Management Coaching — What really makes a difference in changing behavior?
- ☑ Marketing for Impact — What do clients buy? Insights from clients and internal consultants

For more information and registration contact: Michael Atella, Ph.D., Argonne National Laboratory, 9700 South Cass Ave, MD/201, Argonne, IL 60439-4832 (708) 252-2807

16 CEU credits available

SIOP JOB PLACEMENT SERVICES: WHAT YOU NEED TO KNOW

The SIOP Conference will again offer job placement services at the 1996 Annual Conference. Since placement activity continues to grow substantially, job-seekers and employers who plan to use the services are highly encouraged to register in advance for the Job Placement Service.

Cost

The cost for job-seekers is $15.00 and for employers $25.00. (Employers may list multiple position openings for a total fee of $25.00.) On-site registration will be available for both job-seekers and employers for a fee of $35.00.

Who May Register for Job Placement Services

SIOP Job Placement Services is open to all members, including student affiliates. Any interested organization or employer may submit position openings in I/O Psychology, as well as other positions for which I/O training and experience is relevant. Position listings may be for full or part-time positions and/or internships.

How to Register

To register, complete the Job Placement Services Registration Form and mail with the registration fee payable to SIOP along with ten (10) copies of double-sided single page resume (for job seekers) or a double-sided single page position opening description (for employers). The copies should be highly legible and MUST conform to the one double-sided page requirement. These forms will be the actual documents made available during the conference. Be sure to use standard 8 1/2" by 11" paper so all materials will fit properly into the notebooks. Letterheads are acceptable, but please be aware that materials provided to participants after the conference, or by mail, will be photocopied.

Job Placement Services Pre-Registration Deadline

Job Placement Services pre-registrations must be received on or before April 12, 1996. Facsimile copies of materials will not be accepted.

Mailing in your Job Placement Services Pre-Registration Form

Please mail your form to:
Steven D. Ashworth
SIOP Job Placement Services
Allstate Research & Planning Center
321 Middlefield Road
Menlo Park, CA 94025

Job-Seeker and Employer Information During and After the Conference

Notebooks containing resumes and job descriptions will be available for review throughout the SIOP Conference *by job placement registrants only.* Each registrant will be assigned a private mailbox, and will be permitted to leave messages in the mailboxes of other registrants. Copies of Job-Seeker and Employer Notebooks will be available one-week after the Conference at a cost of $25.00 each.

Recommended Format and Content: For the Job-Seeker (one single, double-sided page only)

- Name, address, and telephone number (You may want to include information on how and when to contact you, including availability at the Conference)
- Position desired, including preferences for work setting, geographic location, etc.
- Educational level
- Work experience
- Publications and presentations (summarize if necessary)
- Other relevant information

Recommended Format and Content: For the Employer (one single, double-sided page only)

- Position description: responsibilities and job duties
- Organizational information: type of business, number of employees, etc.
- Geographic location
- Travel and other requirements
- Minimum qualifications
- Salary/benefit information
- Other relevant information which may include description of organization culture, work setting, type of work, etc.

JOB PLACEMENT SERVICES PRE-REGISTRATION FORM

All registration materials must be received by April 12, 1996. After this date, only on-site registrations will be permitted.

Name: _____

Address: _____

_____

_____

Phone: (_____)_____

Are you (check one):

____ Job-Seeker (regular, full, or part-time)
____ Job-Seeker (internship)
OR
____ Employer (regular, full or part-time)
____ Employer (internship)

Do you wish for your registration to be anonymous?

____No (NOTE: Anonymous registrants will be assigned a mailbox
____Yes and permitted access to the placement area, but job listings or resumes will not appear in notebooks.)

JOB PLACEMENT REGISTRATION CHECKLIST

- ✎ Registration form?
- ✎ Check, payable to SIOP ($15 for job-seekers, $25.00 for employees). U.S. currency only. (Remember, on-site registration fee will be $35.00.)
- ✎ Ten (10) copies of a double-sided single page resume or job-description on standard paper?

Mail all materials to: Steven D. Ashworth, SIOP Job Placement Services, Allstate Research & Planning Center, 321 Middlefield Road, Menlo Park, CA 94025.

Eleventh Annual Industrial/Organizational Psychology Doctoral Consortium

Tara L'Heureux, University of New Haven
Peter Bachlocht, Bowling Green State University

The Eleventh Annual Industrial and Organizational Psychology Doctoral Consortium will be held on **Thursday, April 25, 1996,** the day before the SIOP Annual Conference. The consortium will take place at the Sheraton Hotel and Marina in San Diego, California, the site of the 1996 SIOP Annual Conference.

The Doctoral Consortium is intended to provide an educational forum where presenters and students can interact on relevant topics. It is restricted to upper level graduate students who are near completion of their doctorates, and who have not attended previous consortia.

Each doctoral program should receive Consortium registration information by mid-January, 1996. Each program may nominate one student only. Please note that enrollment is limited to a maximum of 40 participants. We expect the 40 positions to fill quickly and encourage you to nominate one student as soon as registration materials are received.

The consortium program has been finalized. We have assembled a diverse and renowned group of academicians and practitioners who have focused their presentations around topics that will raise issues for students to think about in their own work or careers. The schedule of activities will be as follows:

8:00-9:00 a.m. Registration, welcome, and breakfast
9:00-9:45 a.m. Breakfast Speaker
Speaker: **Ann Howard,** Leadership Research Institute
Title: The Changing Nature of Work: Implications for I/O Psychology
10:00-11:30 a.m. Concurrent Morning Sessions
Session A: **Joyce Russell,** University of Tennessee
Title: Integrating Research and Practice: Meeting the Challenges of Academic and Business Communities
Session B: **Timothy Judge,** University of Iowa
Title: Strategies for Developing a Productive Research Program
11:45-12:45 p.m. Lunch
12:45-1:30 p.m. Luncheon Speaker
Speaker: **Angelo DeNisi,** Editor: Academy of Management Journal

Title:	Some Thoughts on the Publication Process: An Editor's Perspective
1:45-3:15 p.m.	Concurrent Afternoon Sessions
Session C:	**Elaine D. Pulakos,** Personnel Decisions Research Institutes
Title:	Dealing with Adverse Impact: Strategies for Reducing Subgroup Differences and their Effectiveness
Session D:	**Eduardo Salas and Janis Cannon-Bowers** Naval Air Warfare Center
Title:	The Science and Practice of Training: Myths, Tools, and Opportunities
3:30-5:00 p.m.	Panel Discussion - All Speakers Topic: Issues in Professional Development

We wish to express our deepest appreciation and thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students.

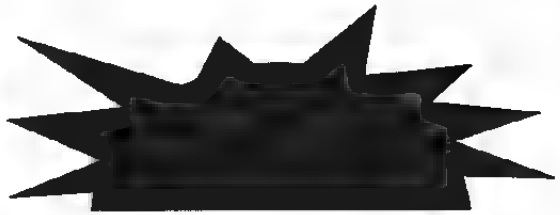
Please direct any questions or requests for additional information to: **Peter Bachlocht, Bowling Green State University, Bowling Green, Ohio, 43403, (419) 372-2280, Email:bachioc@bgnet.bgsu.edu.**

We're Charging Ahead!

The SIOP Administrative Office now accepts **VISA** and **MASTERCARD** charges for membership dues, publications, TIP subscriptions, and other business conducted through this office. (*Does not apply to conference registration.*)

Now you can order all the books in the *Frontiers* and *Practice* series direct from the Administrative Office. And as a SIOP member you will receive a 20% discount off list price!

SIOP Administrative Office
PO Box 87
Bowling Green OH 43402-0087
Phone 419-353-0032
Fax 419-352-2645
e-mail: lhakel@siop.bgsu.edu



SIOP

SIOP Administrative Office
PO Box 87
Bowling Green OH 43402-0087

Phone: (419) 353-0032
Fax: (419) 352-2645

Order Form

Photocopy this page, complete the form, and mail with check or credit card information to the SIOP office.

Ship To:

Name:_____

Address:_____

_____

_____

City State ZIP

You may send a check, or charge to Visa or MasterCard:

Credit Card number:_____

Expiration date: _____

Name on Card:_____

Signature:_____

QTY	DESCRIPTION	PRICE	TOTAL
	Graduate Training Programs in I/O Psychology and Related Fields	$5.00	
	Principles for the Validation and Use of Personnel Selection Procedures: Third Edition. SIOP, 1987.	$5.00	
	Guidelines for Education and Training at the Doctoral Level in I/O Psychology. SIOP, 1985.	Free	
	Guidelines for Education and Training at the Master's Level in I/O Psychology. SIOP, 1994.	Free	
	The Science and Practice of Industrial and Organizational Psychology. (Brochure.) SIOP, 1993. Single copy	Free	
	*Working with Organizations and Their People (1991) by Douglas W. Bray (Ed.)	29.56	
	*Diversity in the Workplace (1992) by Susan E. Jackson (Ed.) (Softcover)	16.76	
	*Human Dilemmas in Work Organizations: Strategies for Resolution (1994) by Abraham K. Korman (Ed.)	29.56	
	*Diagnosis for Organizational Change (1994) by Ann Howard (Ed.)	29.56	
	*Employees, Careers, and Job Creation (1995) by Manuel London (Ed.)	23.96	
	†Career Development in Organizations (1986) by Douglas T. Hall and Assoc.	31.16	
	†Productivity in Organizations (1988) by John P. Campbell, Richard J. Campbell and Associates	31.96	
	†Training and Development in Organizations (1989) by Irwin L. Goldstein and Associates	31.96	
	†Organizational Climate and Culture (1990) by Benjamin Schneider, Ed.	31.96	
	†Work, Families, and Organizations (1991) by Sheldon Zedeck, Ed.	31.96	
	†Personnel Selection in Organizations (1992) by Neal Schmitt, Walter C. Borman, and Associates	31.96	
	†Team Effectiveness and Decision Making in Organizations (1994) by Richard A. Guzzo, Eduardo Salas, and Associates	31.96	
	†The Changing Nature of Work (1995) by Ann Howard	33.56	
		Shipping:	
		Total:	

* Practice Series books: Price shown is discounted 20% from list price.
† Frontiers Series books: Prices shown are discounted 20% from list price.
Shipping: Add $1.25 per book ordered. All prices are subject to change.

From Both Sides Now: *The Changing of the Job*

Allan H. Church

Several decades ago Jacques Ellul, a French sociologist, argued in his book *The Technological Society* that "work is an expression of life. . . to assert that the individual expresses his personality and cultivates himself in the course of his leisure is to accept the suppression of half the human personality" (1964; p. 399). While Ellul's comments reflect the predictions of the time regarding the replacement of workers with machines and the subsequent devolution of the human experience, his message concerning the importance of peoples' jobs in defining "who we are" is still highly relevant. For many people (although clearly not everyone, as some colleagues of mine have argued) much of one's self-image and feelings of self-worth are connected to a given role and/or function in an organization (Zedeck, 1992). The nature of the work itself, for example, is often one of the highest rated items in organizational culture surveys, particularly when other facets—such as management behaviors, senior leadership, information systems and rewards—are rated poorly by employees.

Unfortunately, many of the current trends in management and organizational consulting are directed at either changing peoples' jobs substantially or eliminating them altogether—e.g., restructuring, reengineering, downsizing, process improvement methodology, network organizations, and strategic alliances. The prevalence of these approaches today along with continued enhancements in information technology would suggest, at least to some practitioners, that the notion of a job as traditionally defined is no longer a viable construct. In fact, there was a panel discussion on this very topic at last year's SIOP convention chaired by Ken Pearlman. Ann Howard has recently edited one of SIOP's Frontiers Series books (1995) titled *The Changing Nature of Work* on the subject as well. As she concludes in the last chapter of the book, "the job is, after all, an artifact of the industrial age, created to package work in factories and bureaucratic organizations. . . [it] is disappearing in favor of an amorphous collection of work" (pp. 520, 523).

Given that much of the theory, research and practice of I/O psychology revolves around our conceptualization of the job as a set of specific roles and behaviors, I thought it would be interesting to explore these issues and their implications further. Thus, the questions for the present discussion were as follows:

1. *Is the notion of the job antiquated?*
2. *What implications does this pose for organizational life?*
3. *What are the implications for the future of I/O both in terms of practice and research?*

Four practitioners agreed to address the changing nature of the job and its impact on our field. The first set of comments come from **Susan A. Mohrman,** Senior Research Scientist at the Center for Effective Organizations in the School of Business Administration at the University of Southern California.

The word "job" has a number of meanings. It refers to a piece of work that is done for pay, to tasks or duties to be performed, or to employment. In the broadest sense, the concept of a job is not antiquated. Work for pay will continue, but the concept of a job as a defined set of tasks or duties performed in a continuous employment situation is eroding in today's world.

As organizations adopt forms that enable them to compete in a dynamic global economy, life-long employment, careers that consist of progression through numerous rungs of a corporate ladder, and traditional hierarchical designs are becoming more scarce. Organizations are of necessity becoming more flexible; the terrain of the world of work is changing constantly, and the concepts of jobs and careers are changing fundamentally. The practices of outsourcing, contracting, and networking means that fewer people will be needed to carry on work within large companies. More and more work will be performed by individuals, groups, and small businesses that have contracts to provide certain services or products. There have always been a variety of employment (work for pay) arrangements; that variety is increasing.

Within firms, constant change and the need for flexibility is antiquating the notion that a job consists of a defined set of tasks and activities; and that one goes through a progression of jobs during one's career. "Jobs" will be broader and more dynamic. Flatter organizations mean that much of the work of the organization will be done laterally—people cannot rely on managers to make sure their work fits with others' work; they will have to integrate and coordinate among themselves. Managers may have spans of control of hundreds of employees organized in dynamic, flexible teams. Doing a good job will no longer be defined as pleasing your boss—it will be defined as contributing accomplishments that result in products and services that please customers. Employee involvement will not be a choice, it will be a necessity. "It's not my job" will be a sure sign of lack of adaptability in the new terrain.

What does this mean for people? Based on my work with organizations over the last decades, the advice I give to young adults today is to "build your portfolio of experiences, competencies, and customers." Jobs will not provide security in the future. Individuals, even if they happen to be located within a company, will have to continually update their resumes with knowledge, skills, and

accomplishments that are needed by organizations; keeping one's job will require vying for opportunities. Much of the work done in our society in the future will not be packaged in traditional jobs—it will be a series of opportunities to earn money by using one's skills to contribute to a project or develop a product or a new business—doing whatever it takes to achieve results. One will have to become the marketer of one's own personal assets. The stakes, employability itself, are high. This is not a game for the feint of heart. One's future no longer consists of jumping through hoops and going up rungs. It consists of continual development of new capabilities, ongoing learning, and developing a track record of effective performance in a variety of settings.

What does this mean for I/O psychology, a field that has achieved its heyday studying and offering solutions for the challenges faced in hierarchical organizations with lines and boxes and job descriptions? We have studied work motivation, leadership, supervision, compensation and other issues largely within traditional organizations. The new organization will rely on self-motivation. Managers will have to create motivating contexts—day-to-day supervision will be impossible. Evaluation will be based on results, which may be team or business unit phenomena. New definitions will have to emerge of equitable treatment in team settings where responsibilities blur. Appraisal of capabilities and contribution will take new forms, with inputs from multiple sources. Basing pay on point-factor job evaluations that assume a well defined job will not meet the needs of the new organization with dynamic responsibilities and configurations. Rewarding and motivating continuous improvement and meeting customer needs will require rethinking paradigms based on defined standards and procedures. Training and development can no longer be pegged to the job. New approaches will be based on organizational development needs and will assume employee responsibility for self-development for potential future opportunities. New selection systems and a supportive information infrastructure will be required to enable movement of employees across the organization or across multiple organizations as opportunities open up that need their skills.

The new organizational terrain offers a myriad of interesting problems for research and practice. Significant reframing is mandatory. As "jobs" change, new definitions of equity and equal opportunity and a new psychological contract will emerge. These will be forged by the realities of work opportunities in the emerging economy, and by the practices that emerge to shape transactions and define the new terrain for employment. I/O psychology can play an important role in defining this new terrain, including new concepts of jobs. It can yield approaches that help solve new problems, and help people adapt. Playing this role will require a willingness to question our paradigms and anticipate rather than react to new organizational forms.

The next set of reflections about the evolution of the job are from **Donald Davis**, an associate professor of psychology at Old Dominion University.

The answer to your question depends on the form of the focal organization; most particularly, the extent to which boundaries within the organization and between the organization and its environment are rigid, stable, and have limited permeability. For example, many organizations designed with functional or product structures fit this form. In these organizations, work is divided into a discrete set of tasks; those who work in the same functional area (functional structure) or work on the same product line (product structure) work in proximity to each other. Authority is distributed hierarchically within the function or product line. Boundaries within the organization among groups, departments, levels of authority, functions, products and so forth are clearly demarcated. Similarly, the boundaries between the organization and elements in its environmental domains, for example, suppliers, customers, and competitors, are clearly demarcated. Moreover, there is little diffusion across these boundaries except for a limited amount of—usually formal—communication. These are traditional box-and-line organizations commonly represented in organization charts (see Mohrman & Cohen, 1995).

In organizations with this form, the traditional notion of the job still holds; personnel practices such as performance appraisal, as traditionally deployed, are still relevant and effective. For example, in this type of firm, jobs are viewed as slots—a rather stable configuration of tasks that require specific technical knowledge, skills, abilities, and other features (KSAOs)—into which employees must fit. Job analysis is used to measure the size and shape of the job to develop criteria. Recruitment strategies search for people who are likely to fit into the slot. Selection practices screen out those who are expected to fit most tightly into the slot. Training further tightens the fit between the person and the slot. Performance appraisal practices attempt to maintain proper fit between the person and the slot over time.

Organization boundaries impose an artificial frame around the flow of work activities throughout the organization. Job analysis imposes an additional frame around work activities for individual workers. Other practices, such as performance appraisal, labor contracts, attempts to codify jobs (Dictionary of Occupational Titles), and civil rights legislation (and its need to document adverse impact) reinforce the stability of these frames and make them resistant to change. This tradition emphasizes elimination of individual differences unrelated to job performance. Uncertainty is removed from work behavior; boundaries are maintained and strengthened.

By contrast, organizations may act to reduce their boundaries, that is, to become boundaryless. This notion was first suggested by Jack Welch, CEO of General Electric. He emphasized the need for organizations to eliminate boundaries among levels of authority in order to flatten the organization's structure. I have extended this idea of numerous other boundaries within the organization and between the organization and elements of its environment (Davis, 1995). Organizations reduce boundaries in order to increase their internal complexity and uncertainty (i.e., requisite variety; Ashby, 1956.) This greater complexity and uncertainty strengthen the ability of the organization to match complexity and uncertainty in the domains of its external environment. This matching of complexity and uncertainty allows the organization to adapt more successfully to external change. In boundaryless organizations, jobs cannot be stable slots. Instead jobs must consist of flows of KSAOs that configure and reconfigure to match varying and unpredictable demands. That is, job requirements are always temporary and transient. At different times one acts as leader, follower, or peer; as supplier or design engineer; as customer or consultant. Success here demands role fluidity. The dynamic amorphousness of the organization's environment requires matching dynamics amorphousness within the organization and dynamic amorphousness in work roles.

Different configuration of boundaries produce different organization forms. Organizations sharing similar forms may be managed similarly; organizations sharing disparate forms must be managed differently. The traditional notion about jobs being slots makes more sense in organizations with functional or product structures that seek to maintain many rigid and stable boundaries. In this case, role prescriptions are more stable over time and the overall intent of traditional personnel practices to reduce variation across individuals in the steam of personnel inputs to the organization contributes to make sense. In the case of boundaryless organization, however, the traditional view of jobs as slots does not pertain. In boundaryless organizations, work roles must stretch and flex in order to absorb complexity and uncertainty. In boundaryless organizations, personnel practices such as performance appraisal must be conducted differently.

These new forms of boundaryless organizations are just emerging, and we do not know much about them yet. Nevertheless, I think I would encourage practitioners to do the following. I would begin with the equivalent of a job analysis conducted for the organization as a whole. I would assess the flow of work and the extent to which boundary-reducing practices such as cross-functional teams, JIT, TQM forms of customer and supplier involvement and so forth are being emphasized. I would encourage development of a common core of competencies

shared by all employees in addition to special technical skills. This set of core competencies might include possession of personal values related to strategic emphasis, personal character, knowledge of system dynamics, ability to discard (unlearn) previously mastered practices and techniques, and pursuit of personal mastery and continuous improvement in daily life as well as work life. Individuals would be recruited, selected, trained, appraised, and rewarded to ensure that their core competencies are appropriate for the form of organization and that their specific technical skills and performance are appropriate for the job.

Michelle M. Crosby, vice-president with HRStrategies and director of the Northeast Regional office, provided the following reactions to the questions at hand.

While much has been said in the popular press about jobs as we have traditionally known them approaching extinction, the death knell may be premature. In fact, as with Mark Twain, rumors of "jobs" death may be greatly exaggerated. Certainly jobs have been evolving and changing dramatically at many levels, in many organizations, and in many industries. Technological advances, job redesign, organizational restructuring, empowerment, teaming, and a host of other change agents have impacted the jobs that individuals perform. However, in most instances, people still have jobs—a definable set of activities that are performed as well as a definable set of competencies that enable their effective performance. The list of activities and competency assessments associated with a particular position may be broader than it was in the past, but it certainly still exists.

In our experience working with Fortune 500 companies across a broad range of industries, we are still able to document activities and KSA requirements as part of job analyses conducted to lay the foundation for selection procedures, skills assessment and training, performance management, and other human resource systems. In this work, we clearly see an evolution in job requirements as greater accountability and more responsibility is pushed down the organization. Given that change is at times the only constant, we have placed increased emphasis on including a futuring component in our job analysis work to ensure that the human resource system we are creating is not out of date in a few years. However, it is interesting to note that in some organizations, the changes to their jobs have not come as quickly as they might have anticipated, such that four or five years later they are still working toward that "future" job they were confident would be the reality in a three-year time frame.

And so may it be with the demise of the concept of job. The trend has been clearly toward a broadening of responsibilities toward the end

of the spectrum defined as "doing whatever is necessary." And for individuals at higher levels of the organization—managers and other professionals—jobs are indeed becoming more diffuse. However, for lower level jobs such as production, skilled trades, clerical, retail, customer service, and so on, "jobs" still clearly exist. Organizations are demanding more from these positions—their responsibilities have clearly broadened in the last 20 years—but these jobs have not become so broad or diffuse as to make it impossible to articulate the associated activity and skill requirements.

Again, while we may be moving down that path, we clearly are not there yet. Job extinction will not happen overnight if at all. Even if "jobs," as we have traditionally known them, are dying, clearly work is not. We must continue to evolve our thinking, theories, and methodologies to match the changes going on in the real world. A reality check can be helpful from time to time to ensure that we are not over-generalizing our new job schema to situations where our old one still fits. As a result, we all still have a job ahead of us.

Last but not least, **Ken Pearlman**, chair of last year's SIOP panel on the topic of jobs, sent me his opening comments and questions for discussion. The following is an adaptation of the material he provided.

Is the "Job" Dead? Implications of Changing Concepts of Work for I/O Science and Practice:

Until recently, the question, "What is the name of my job?" would generally have had a fairly straightforward answer in most organizational settings. With each passing day, however, there seems to be increasingly less certainty around this question. The significant workplace and workforce changes that have been taking place in this country over the last decade are no longer a great surprise to anyone who has been working in or studying organizations. Much has been written in the popular press, books, management, personnel magazines, and applied psychology research journals about such trends as an increasingly competitive and truly global economy; an infusion of technology at all levels and in all types of work; the changing size and structure of organizations (flattening of hierarchies, thinning of bureaucracies, increasingly centralized decision making, management in new types of business relationships and strategic partnerships); the continued shift from a manufacturing to a service economy; a rapidly expanding "contingent workforce"; the increasing use of work teams as tasks and activities become more knowledge-based, service-oriented, decentralized, and interdependent; the increasing value placed on "intellectual capital" (the aggregate knowledge and skill base of the workforce) as a competitive advantage for increasingly knowledge- and technology-intensive industries and businesses; and the emerging "skills gap" (the difference between supply and demand for workers with the right types and levels of skill).

These writers often describe the current workplace and workforce changes in epic-like terms. For example, a *Fortune* magazine cover story that declared the we have reached the "end of the job" asserted that the job is a social artifact of the early days of industrialization, created by mass production and the bureaucracies spawned by large organizations. As the conditions that create and maintain jobs have changed or are disappearing entirely, the "job" as a concept is no longer socially adaptive. The article's author describes how this concept undermines many of today's strategic initiatives (empowerment, reengineering, automation, use of self-managed teams, organizational flattening, alternative work arrangements) that organizations perceive as being critical to their survival and ongoing competitiveness. This is because as long as people are focused on just "doing their jobs" (i.e., fulfilling a set of relatively fixed duties and roles) they cannot be flexible and responsive to ever changing business conditions. Organizations cannot rewrite their job descriptions every week. In other words, jobs discourage rather than promote real accountability and "value added" performance since they tend to reward people for satisfying their job-description-prescribed roles and responsibilities (i.e., for doing their jobs) rather than doing whatever needs to be done at a particular point in time to fulfill, further, or promote their organizations' mission, vision, or values. The article concluded that, in the current dynamic climate jobs represent rigid solutions to elastic problems. They are dinosaurs whose age has passed.

In his Distinguished Scientific Contribution Award address at the 1991 SIOP conference, **Ed Lawler** stated that, for contemporary organizations to remain competitive, they will need to change many of their basic and long-standing principles of how people and work are optimally organized. In effect, Lawler was calling for a paradigm shift, one significant element of which was the need to discard the concept of "job" as a fundamental building block for organizing people and work. The job is one of the most basic frames of reference and units of analysis in the field. Many of our most basic theories and practices revolve around this concept. We do *job* analysis. We create *job* classification structures and job family systems based on the results of such analyses. We write *job* descriptions. We validate tests and other selection procedures for *jobs*. We develop measures of *job* performance as criteria in such studies. The legal defensibility of our selections procedures rests largely on the concept of *job*-relatedness. We compute labor and census statistics and EEO-related statistics based on categories of *jobs*. We calculate the economic value of selection procedures and other organizational interventions in terms of *job*-related indices. We develop compensation systems by evaluating the

complexity and responsibility level of *jobs*. We develop theories of *job* performance and *job* satisfaction. We develop theories of careers, as well as career guidance programs, based on interrelationships among *jobs*. We develop training programs for *jobs*. Labor contracts are negotiated based on what duties and responsibilities will or will not be included in *jobs*. We develop incentive and reward systems that are based on the degree to which people adequately perform their *jobs*. And we structure, manage, and lead organizations largely in terms of the *jobs* they contain. In summary, there is much at stake for I/O psychology if indeed the very concept of a job is disappearing.

Clearly, based on the comments provided above, the theory, research and practice of I/O psychology is inextricably tied to the notion of the job. If we accept this fact, and if we accept all the media and industry hype that claims that the essential nature of the job as we know it is no longer the same, then what is left for I/O practitioners to do with their professional lives in organizations? Are these changes heralding the beginning of the end of the relevancy of the I/O practitioner? I think not.

On one hand, it is important to remember that I/O psychology has developed from two different but related areas of study. Given the trends and issues cited above, it would appear as though the implications of these changes in the nature of the job will have a greater impact on the industrial rather than on the organizational side of the field. Issues of organizational culture, group processes, mission and strategy, values, and transformational change for example, are less likely to be effected from a *practice standpoint* than are elements of job design, reward systems, information needs, and training requirements. As we are all aware, however, having an understanding and/or appreciation for every one of these aspects is important to being an effective practitioner. As Susan Mohrman suggested, we all need to build our portfolios. In fact, it seems to me that if ever there was a time or a reason for I and O practitioners to finally meet in the center of our respective specialties, the changing nature of the job may be just what is required.

On the other hand, despite all the predictions about what may happen to organizations in the future, I would agree with the sentiments expressed in the comments above that jobs as we know them, at least at some levels and for some functions, will always exist. Further, I would argue that jobs, however defined, will require a similar *degree* of effort and attention (but not necessarily focus) from I/O practitioners to study, understand and ultimately affect changes in their nature. In other words, people will continue to work in organizations. This in turn will necessitate job descriptions, analyses, rewards and redesigns regardless of the physical location, type of products or services provided, role definitions and relationships of those involved, technology utilized, processes implemented, etc. Fundamentally, then, the key to maintaining our effectiveness as I/O practitioners in the future is to better

recognize and understand how these changes in the core nature of the job are both different and yet the same from what we think we knew in the past.

I would like to thank Susan Mohrman, Donald Davis, Michelle Crosby and Ken Pearlman for their contributions to the present discussion. As always, send your comments, reactions and ideas to me at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY, 10803, (914) 738-0080, fax (914) 738-1059, or e-mail: AllanHC @ AOL.COM.

References:

Ashby, W. R. (1956). *Introduction to Cybernetics* New York: Wiley.

Davis, D. D. (1995) "Form, Function, and Strategy in Boundaryless Organizations." In A. Howard (Ed.), *The Changing Nature of Work* (pp. 112-138). San Francisco: Jossey-Bass

Ellul, J. (1964). *The technological society*. New York: Vintage Books.

Howard, A (1995). (Ed.), *The Changing Nature of Work*. San Francisco: Jossey-Bass.

Lawler, E. E. (1992) *The ultimate advantage: Creating the high-involvement organization*. San Francisco: Jossey-Bass.

Mohrman, S. A. and Cohen, S. G. (1995). "When People Get Out of the Box: New Attachments to Co-Workers." In A. Howard (Ed.), *The Changing Nature of Work* (pp 365-410). San Francisco: Jossey-Bass.

Zedeck, S. (1992). Introduction: Exploring the domain of work and family concerns. In S. Zedeck (Ed.), *Work, families, and organizations* (pp 1-32). San Francisco: Jossey-Bass.

Biographies:

Susan Mohrman is a Senior Research Scientist at the Center for Effective Organizations in the School of Business Administration at the University of Southern California. She has been actively involved as a consultant and/or researcher to a wide variety of organizations which are instituting innovative management systems and organizational design. Dr. Mohrman has published papers in professional journals, and has authored, co-authored and edited a number of management books. She Mohrman received her A.B. in Psychology from Stanford University, her M.Ed. from the University of Cincinnati, and her Ph.D. in Organizational Behavior from Northwestern University.

Donald D. Davis is associate professor of psychology at Old Dominion University. He served as director of the doctoral program in industrial and organization psychology there from 1986 to 1993. During the 1995-1996 academic year he will be Fulbright Scholar in Management at Wuhan University in the People's Republic of China and Visiting Professor of psychology at the University of Virginia. He received his Ph.D. in psychology in 1982 from Michigan State University. He has published *Managing Technological Innovation* (Jossey-Bass) and a number of journal articles and book chapters. He has consulted with many organizations throughout the United States and abroad. His current interests include new forms of organizations, the relationship between organization context and human resource practices, and Chinese organizations and management practices.

Michelle M. Crosby is a vice-president with HRStrategies and director of the Northeast Regional office. She has served as project director on a range of human resource consulting projects Her consulting background includes both private and public sector experience in the automotive, electronic, pharmaceutical, insurance, banking, utility, and consumer products industries. Her areas of expertise include job analysis, test development and validation, performance management, skills assessment, management assessment, and employee attitude surveys. She holds a Ph.D. in industrial and organizational psychology from the University of Connecticut.

Ken Pearlman is a District Manager in the Measurement and Selection Systems Division of AT&T's Corporate Human Resources Division, where he has been responsible for management, sales, and leadership selection research and development since 1983. Previously he spent nine years at the U.S. Office of Personnel Management. He has authored many journal articles, technical reports, papers, and book chapters in the areas of job family development, cumulate analysis of research results, and the productivity implications of person-job matching procedures and systems. Dr. Pearlman has consulted to both public and private organizations. He holds a bachelor's degree from the Catholic University of America and Ph.D. in industrial and organizational psychology from George Washington University.

Income of SIOP Members in 1994

Michael Zickar and Rogers Taylor
State Farm Insurance Companies

Authors' Notes: This survey was requested by the Society Executive Committee and performed as a public service by State Farm Insurance Companies. We would like to acknowledge John Murray and Attitude Research Incorporated's (ARI) contribution to this project. ARI designed the layout of the questionnaire. Address correspondence to the senior author at State Farm Insurance Companies, Research Department, One State Farm Plaza, Bloomington, IL 61710-0001.

An income survey of the membership of the Society for Industrial and Organizational Psychology (SIOP) was conducted during the second quarter of 1995. Similar surveys were conducted during the third quarter of 1989 and the first quarter of 1983.

Questionnaires were sent on June 29, 1995, to all SIOP members with United States addresses on record (n = 2551). As of August 21, 1995, 1486 surveys had been returned, yielding a response rate of 58.3%. This response rate is lower than the 1988 survey rate of 72.8%. However, the 1988 survey was coupled with a SIOP membership survey and a reminder card was sent to respondents. These factors may have led to higher response rates. The 1995 response rate was, however, higher than the 1982 response rate of 48%, when the survey questionnaire asked for respondents' social security numbers.

Table 1 contains an analysis of respondents by sex, type of membership, and employment status. This table shows that the 1994 and 1988 and 1982 samples were similar with respect to most grouping categories. However, the 1994 sample had a larger percentage of women than the previous samples. More than 90% of the respondents were employed either full-time or part-time. Three percent of the respondents indicated that they were retired; the findings cited below exclude retired respondents.

Principal findings from the survey are summarized below:

1. The median income for respondents with Doctoral degrees was $71,000. Twenty-five percent earned more than $100,000 and 10% earned more than $150,000. The median income for respondents with Master's degrees was $59,500. From 1982 to 1994, the median income for respondents with Master's degrees rose 38%, while the median income for respondents with Doctor's degrees rose 66%. The increase from 1988 to 1995 was 16% for respondents with Master's degrees, 18% for Doctorate respondents. However, when income was adjusted for inflation, the median income for both Doctorate and

Master's respondents decreased. Since 1988, real income has decreased for both men, women, and respondents younger than 45. Respondents between 45 to 54 years of age showed slight increases in real income since 1988. It is important to note, however, that this was a cross-sectional comparison and not a longitudinal comparison of the same individuals over the thirteen-year period (see Table 1, Figure 1, and Figure 2).

Table 1
Characteristics of Samples Across Time

	1982	1988	1994
Sex			
Women	16%	21%	29%
Men	84%	79%	71%
Type of Membership			
Associate	n/a	10%	6%
Member	n/a	82%	86%
Fellow	n/a	8%	9%
Employment Status			
Employed Full-Time	n/a	87%	89%
Employed Part-Time	n/a	5%	3%
Unemployed	n/a	1%	1%
Retired	n/a	6%	3%
No Response	n/a	1%	4%
Location			
Metro New York	14%	14%	11%
Elsewhere	86%	86%	89%
Years Since Doctoral Degree			
5 - 9	23%	24%	20%
10 - 14	19%	22%	19%
15 - 19	14%	18%	15%

Table 2
Comparison of 1982, 1988, and 1994 Primary Income For Selected Groupings of SIOP Members

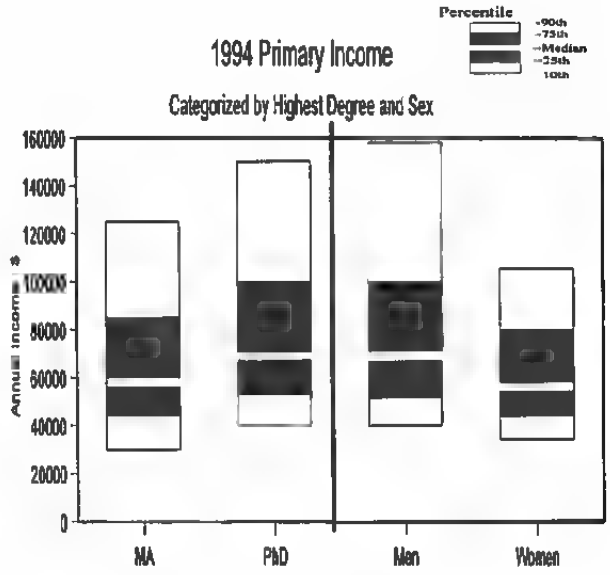
SIOP Grouping	1982 Median Primary Income	1988 Median Primary Income 1982-94	1994 Median Income 1988-94	Change in Median Median Income	% Change in Median	Adjusted 1994[a] Income 1982-1994	% Change In Median Adjusted Income 1988-94	% Change In Median Adjusted
Degree								
Doctor's	$42,850	$60,000	$71,000	+65.7%	+18.3%	$46,138	+7.6%	-5.5%
	b(844)	(1,448)	(1,124)					
Master's	43,000	51,500	59,500	+38.4%	+15.5%	38,743	-9.1%	-6.7%
	(96)	(171)	(104)					
Age[c]								
<35	$33,000	$45,000	$50,000	+51.5%	+11.1%	$32,557	-1.3%	-11.3%
	(148)	(132)	(168)					
35-39	40,000	55,000	61,000	+52.5%	+10.9%	39,720	-0.7%	-11.5%
	(193)	(280)	(227)					
40-44	45,500	60,000	75,000	+64.8%	+25.0%	48,836	+7.3%	-0.3%
	(152)	(329)	(216)					
45-49	50,000	65,000	84,000	+68.0%	+29.2%	54,696	+9.4%	+3.2%
	(92)	(262)	(247)					
50-54	53,000	65,000	85,000	+60.4%	+30.8%	55,348	+1.4%	+4.4%
	(91)	(144)	(140)					
Sex[d]								
Men	$44,250	$62,000	$75,000	+69.5%	+21.0%	$48,836	+10.4%	-3.4%
	(811)	(1,290)	(954)					
Women	36,000	50,000	$58,500	+62.5%	+17.0%	38,092	+5.8%	-6.6%
	(150)	(342)	(394)					

[a]1994 median incomes were adjusted to reflect 1982 dollars, based on the Consumer Price Indices listed in Bureau of Labor Statistics, August 1995.
[b]Numbers in parentheses are the sample sizes
[c]Includes Ph.D.s only
[d]Includes all respondents regardless of degree.

2. Twenty-nine percent of the respondents were female. In 1983, women represented 16% of the respondents, while 21% of the 1989 sample were women. In 1994, the median income for women was $58,500, while the median income for men was $75,000 (see Table 2 and Figure 1). Two differences were observed across sex for SIOP membership that may explain some of this descrepancy. Male SIOP members were more likely to hold PhDs than female members (93% versus 87%, $p < .001$). Also, male members tended to have more experience than female members. The male average length of time since degree was 16.9 years; the female length was 10.6 years.
3. Respondents in the top 5% of the income distribution reported annual incomes of $200,000 to well over one million dollars. These respondents tended to be male, between 45 and 54 years old, who had obtained their Ph.D.s more than 19 years ago. A majority of these high-earning respondents held consulting jobs.
4. The median starting salary for new Ph.D.s employed by SIOP members in 1994 and 1995 was $45,000, up 15% (down 7.9% when adjusted for inflation) from the median starting salary of those employed in 1988. Ten percent of these newly hired Ph.D.s had starting salaries of more than $67,000. It is not known whether these newly-hired Ph.D.s had been employed in the field prior to receiving their degree (see Figure 3).
5. As was the case in previous years, incomes of respondents located in the New York Metro area were higher than the incomes of the other respondents. Analyses of data from respondents with Doctoral degrees revealed that those in the New York Metro area had a median income which was 21% higher than the median for those whose offices were located elsewhere ($85,000 in Metro New York, $70,000 elsewhere). Members in Metro New York did not differ from the rest of SIOP membership in sex composition, level of degree, or experience.
6. When the respondents with Doctoral degrees were classified by their primary professional employer, those who listed banking, financial, or insurance employers had the highest median income, $101,000. Respondents who worked primarily for consulting firms or as individual consultants had the second-highest median income, $98,000. Academic employment in non-Ph.D. programs was listed as primary for 21% of the Doctorate respondents; this group had the lowest median income, $53,000. Respondents employed in Business Departments had a significantly higher median income, $71,000, compared to respondents employed in Psychology Departments, $50,500 (see Figure 5).

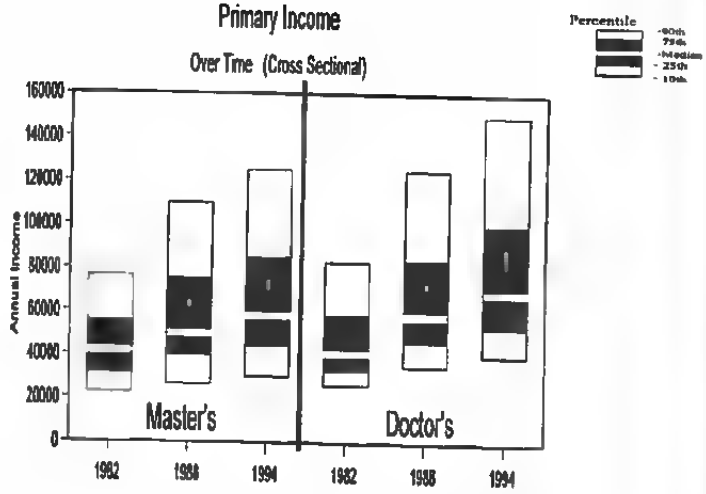
7. Survey recipients were asked to indicate their primary job activity. Doctorate respondents involved primarily in industrial/management consulting or management of personnel functions had the highest median income, $100,000. Doctorate respondents who indicated that teaching was their major activity had the lowest median income, $52,000. As noted earlier, the median income for all respondents with Doctoral degrees was $71,000 (see Figure 6).
8. About half of all respondents with Doctoral degrees received supplementary income from one or more sources other than their primary professional employer. The median supplementary income was $10,000; ten percent of this group made over $55,000. Consulting ranked first in frequency as a source of additional income; 47% of the Doctoral respondents received some supplementary income from consulting. The median income from consulting was $9,000 (see Figure 7).

Figure 1



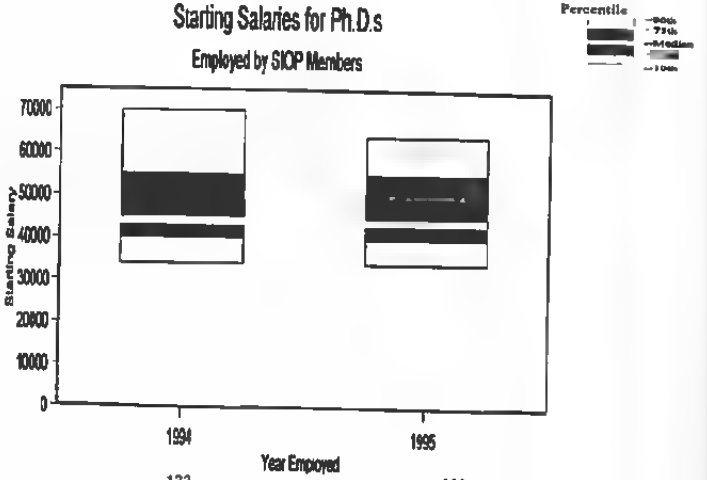
	MA	PhD	Men	Women
N:	119	1241	954	394
% of Sample:	9%	91%	71%	29%
Mean:	$71,521	$97,820	$106,598	$68,891
Percentile:				
90%	$125,000	$150,000	$162,000	$105,500
75%	85,000	100,000	104,000	80,000
50%	60,000	71,000	175,000	58,500
25%	44,000	53,000	55,750	44,000
10%	30,000	40,000	44,000	34,500

Figure 2



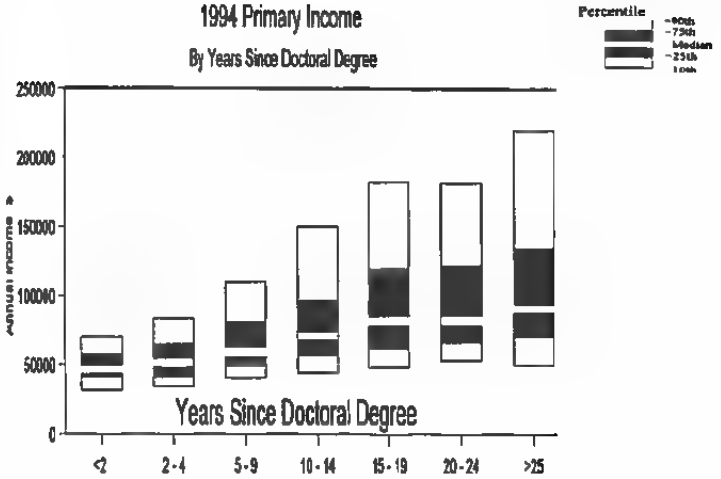
	1982	1988	1994	1982	1988	1994
N:	96	171	119	844	1,448	1,241
Mean:	$49,908	$66,850	$71,521	$50,465	$75,167	$97,820
Percentile:						
90%	$75,900	$109,600	$125,000	$83,000	$125,000	$150,000
75%	54,750	75,000	85,000	58,375	84,000	100,000
50%	43,000	51,500	60,000	42,850	60,000	71,000
25%	31,000	39,500	44,000	33,000	46,000	53,000
10%	22,000	26,300	30,000	26,000	35,000	40,000

Figure 3



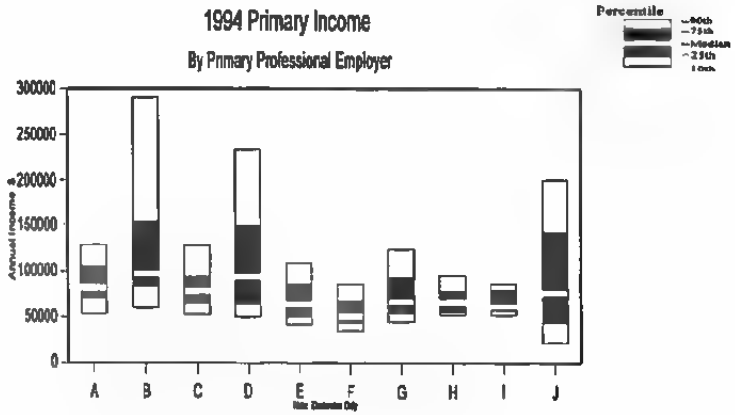
	1994	1995
N:	133	111
Mean:	$46,744	$50,550
Percentile:		
90%	$70,000	$65,000
75%	55,000	55,000
50%	45,000	45,000
25%	40,000	40,000
10%	34,000	34,000

Figure 4



	<2	2-4	5-9	10-14	15-19	20-24	>25
N:	84	146	228	219	168	167	183
% of Total:	7%	13%	20%	19%	15%	15%	16%
Mean.	$49,893	$55,904	$69,531	$87,553	$121,750	$112,054	$166,700
Percentile:							
90%	$70,000	$82,900	$110,000	$150,000	$181,900	$181,400	$220,000
75%	57,750	65,000	80,750	96,000	120 000	122,000	135.000
50%	49,500	54,000	62.000	74,000	84.500	85,000	94,000
25%	40,000	40,000	49,250	57,000	61,250	66,000	70,000
10%	31,500	34,000	40,000	44,000	47 800	52,800	50,000

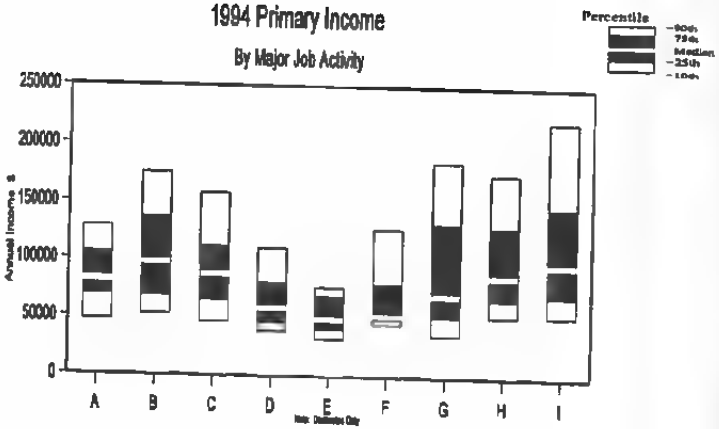
Figure 5



	A	B	C	D	E	F	G	H	I	J
N	76	29	20	253	228	206	41	30	25	53
% of Total:	8%	3%	2%	28%	24%	21%	5%	3%	3%	6%
Mean	$89,692	$137,931	$80,450	$165,502	$80,412	$57,651	$99,390	$70,000	$67,478	$100,283
Percentile:										
90%	$127,900	$309,000	$127,000	$233,000	$108,100	$85,000	$124,200	$95,600	$86,600	$200,000
75%	104,000	165,000	93,000	150,000	85,000	67,000	93,000	78,750	79,500	143,500
50%	85,000	10 ,000	81,000	98,000	67,000	53,000	70,000	70,000	65,000	80,000
25%	69,250	83,000	64,000	49,000	43,000	54,000	58,000	58,000	57,000	43,000
10%	52 700	60,000	51 400	50,000	40,000	34,000	45,800	52 100	50,800	22,000

A Manufacturing
B Banking/Finance/Insurance
C Public Utility
D Consulting
E Ph D. Academic Dept.
F Non-Ph D Acad Dept
G. Private Research
H Federal Government
I ... Military
J ... Self-Employed

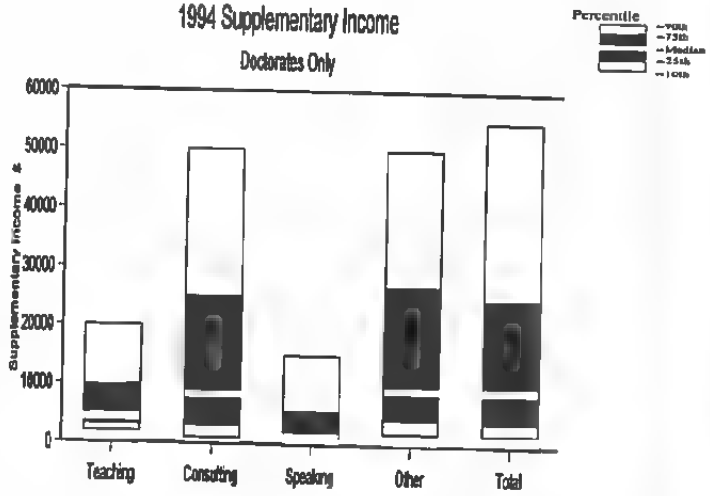
Figure 6



	A	B	C	D	E	F	G	H	I
N:	43	49	42	80	115	26	25	29	78
Mean:	$88,744	$116,640	$100,7520	$88,925	$54,000	$83,577	$93,280	$102,862	$149,671
Percentile:									
90%	$128,800	$175,000	$157,500	$109,800	$77,400	$127,500	$185,000	$175,000	$220,800
75%	106,000	136,500	111,250	80,000	69,800	80,250	132,500	130,000	167,250
50%	85,000	100,000	90,000	61,000	52,000	55,000	73,000	99,000	100,000
25%	69,000	68,000	65,000	45,000	40,000	48,500	51,500	67,000	70,000
10%	47,600	52,000	45,800	38,000	31,600	43,700	35,800	52,100	52,800

A Management of Research
B Management of Personnel
C Other Management
D. Research
E ...Teaching
F...Test Development, Admin.
G...Individua. Counseling/Assessment
H.. Organizational Development
I ...Consulting

Figure 7



	Teaching	Consulting	Speaking	Other	Total
N:	200	394	77	128	579
Mean:	$8,025	$21,954	$4,172	$21,375	$30,282
Percentile:					
90%	$20,000	$50,000	$15,000	$50,000	$55 000
75%	9,750	25,000	5,500	27,000	25,000
50%	5,000	9,000	2,000	10,000	10,000
25%	3,000	3,250	1,000	4,425	4,000
10%	2,000	1,000	1,000	2,000	2,000

HOGAN PERSONALITY INVENTORY
Where Less Is More

The HPI is the only personality inventory with all these essential features:

- Designed to predict occupational success
- Developed exclusively on working adults
- Based on Big Five Theory
- Normed on 14,000 working adults
- Validated in over 50 organizations
- Fourth grade reading level
- Single group norms
- No adverse impact
- No invasive, intrusive, or clinical items
- Computerized interpretive reports
- Free menu-driven software for on-site scoring
- Computer or paper and pencil administration
- Scales for these occupational themes — Service Orientation, Employee Reliability, Sales Potential, Managerial Potential
- Revised in 1992

The revised HPI is available through

Hogan Assessment Systems

Phone: 1-800-756-0632 • FAX: 918-749-0635
P. O. Box 521176 • Tulsa, OK 74152

FACTS ON TIP

The Industrial-Organizational Psychologist

What is TIP?

- **TIP** is the official newsletter of the Society for Industrial-Organizational Psychology (SIOP), Division 14 of the American Psychological Association. It is published quarterly (January, April, August, October).

Who reads TIP?

- Currently, **TIP** is mailed to approximately 5,000 subscribers. Of these, approximately 2,900 are members of SIOP. The others are institutions (businesses or libraries), graduate students, or active professionals and researchers who wish to keep up to date on the field of Industrial/Organizational Psychology.
- A 1989 survey of past and present SIOP members provides insight into who reads **TIP.** Of the 2,004 returned surveys:
  - 90% held a doctorate (usually in psychology)
  - 36% worked in academia
  - 29% worked in consulting
  - 28% worked in a private or public organization
- Those in consulting reported practice as their primary work function (69%), while those in academia split their time between research (30%) and education (39%), and those working for organizations split their time between practice (36%) and management (33%).

What does TIP contain?

Each issue of **TIP** averages about 110 8.5" x 5.5" pages. The content of **TIP** generally falls into the following five categories:

- *Feature Articles* — profiles of leading I/O psychologists, history of the field, viewpoints on current issues, research summaries, legal updates (e.g., ADA or EEO), humor pieces
- *Society News* — reports from SIOP committees, a Society calendar, a message from the president
- *Position Ads* — job listings for I/O psychologists from university, public, and private work organizations

- *Announcements* — call for proposals, call for papers, fellowship opportunities, upcoming conferences, etc.
- *Paid Advertising* — advertising from consulting firms, book publishers, test vendors, etc.

Who writes for TIP?

- TIP has an editorial board who is principally charged with developing material for each issue. In addition, committee chairs frequently contribute updates which are published in **TIP.**
- Approximately 30-40% of each issue is comprised of unsolicited materials from outside contributors. These usually make up the majority of the feature articles.

What types of submissions are likely to be accepted in TIP?

Articles which are likely to be accepted in **TIP** can be characterized as follows:

- Timely — they address an issue of current concern for many I/O psychologists (e.g., implications of the ADA)
- Well-written — the purpose of the article is stated at the outset; the remainder of the article is well-organized and grammaticially solid
- Short — contributions should be no more than 10 double-spaced pages
- Interesting in presentation or topic — Pure empirical studies are almost never published in **TIP.** Research reviews or theoretical papers may be. Debates, interviews, creative formats, or articles which express a divergent viewpoint will usually be inherently more interesting than research summaries.

What is the process of submitting to TIP?

Two copies of articles and features, as well as a copy on disk, should be sent to the Editor: Michael D. Coovert, Department of Psychology, BEH 339, University of South Florida, 4202 E. Fowler Avenue, Tampa, FL 33620-8200; or sent electronically to: FAX: 813/974-4617; e-mail: coovert@luna.cas.usf.edu. A separate cover letter should contain the author's address and phone number. It is not necessary to have a title page, but the title, author(s)' name(s) and author(s)' affiliation should be at the top of the first page.

Deadlines for submitting are February 15, May 15, August 15, and November 15. Deadlines must be met to be considered for the next issue.

Two copies of position ads and paid advertisements should be sent to the SIOP Administrative Office.

-NOTICE-

Proposed By-Law Changes to Implement a Succession Plan

Submitted by
P. R. Jeanneret, Ph.D.
Long-Range Planning Committee

Introduction

Recently the Society lost Ralph Alexander and Pat Dyer after they had been elected to the Executive Committee. As you remember, Ralph was completing his term of office, while Pat was completing the first year of her term. These unfortunate events brought forth the realization that the Society did not have a formalized succession plan except for elected members who serve as APA representatives. For those positions, there is a plan established in APA's rules in the event someone is unable to fulfill a term of office. Otherwise, the Society's By-laws do not set forth any specific succession requirements, and hence the need for the proposed By-law changes.

There are four primary considerations underlying the proposed succession plan and By-law changes:

- Provide for continuity in the fulfillment of the elected position.
- Give the membership (through their votes) the greatest degree of influence on the succession process.
- Minimize the administrative and expense burden to the Society (i.e., do not require special elections unless absolutely necessary).
- Develop a strategy that is fair to all individuals who might be affected by the plan.

Objective

To provide a plan of action for succession in the event an elected officer is unable to continue in the position to which he/she was elected. According to the current By-laws, Committee Chairs (formal or ad hoc) are appointed by the President, so there is no need to reflect a succession plan for these positions in the By-laws.

Scope

The succession plan is intended to apply to each and every elected position[1] of the Society regardless of length of term of office. Furthermore, the plan takes into consideration whether an individual has been elected but has not yet served in an official capacity, or has assumed a position for any length of time.

The Succession Plan is intended to serve as a plan of action when an individual is unable to fulfill his/her responsibilities because of a severe accident, illness, or death, but also would include resignations and expulsions. The date of a position vacancy (i.e., beginning of an unexpired term of office) is defined as the calendar day on which the Society receives official notification that an individual is unable to serve in his/her elected capacity. Also, in the case of the position of President Elect, a vacancy could occur because the President Elect had to assume the position of President. The operative date would be the day in which that change in duty status occurred.

As indicated by the above discussion, the issue of replacement is a multivariate problem that takes into consideration the following variables:

- Specific position
- Duration of term of office
- Date elected to position (usually some time in the Winter)
- Date term of office begins (the first day following the close of the Society's annual Business Meeting per the current By-laws)
- Date term of office will expire (the conclusion of the Society's annual Business Meeting)
- Date of the Society's annual election (usually a time in December or early January)

Plan for Replacement of Individuals Elected Who Have Not Assumed Office

All elected officers and officials of the Society assume office on the first day following the close of the Society's business meeting held during the Society's annual conference at which their election was reported (By-laws, Article V-8). Individuals elected as APA Division Representatives assume office on the first day following the close of the APA Council of Representatives meeting at which their election was reported (By-laws, Article V-8). However, elections and announcements have taken place prior to the date individuals assume their positions, and if someone so elected was unable to serve at the time he/she was to have assumed his/her position, then the following plan as reflected in the proposed By-laws additions would guide the selection of a replacement.

[1] Elected positions include President Elect, President, Past President, Secretary (3 years), Financial Officer (3 years), Representative to APA Council (3 years), and Member-at-Large (3 years).

Proposed New SIOP By-laws
Additions to Article V - Nominations and Elections

10. In the event that an individual elected to the position of President Elect, Secretary, Financial Officer, or Member-at-Large is unable to assume office, then the election ballots for the affected position would be tabulated as if the individual unable to assume the elected office was not on the ballot. The newly elected individual would serve a term of office as determined by By-laws V-13 or V-17.
11. In the event that an individual elected to an APA Council position is unable to assume office, the election ballots for the Council representative position would be tabulated as if the individual unable to serve was not on the ballot. This procedure would be in accord with APA Rule (1994) 110-5.5. The newly elected individual would serve the full term of office.
12. In the event that a President in succession to serve as Past President is unable to assume office, then the preceding Past President would be asked to serve the unexpired term. If unable to do so, the next preceding Past President would be asked to serve, and if unable to do so the process would continue until the most immediate Past President able to serve was identified and assumed the office for the unexpired term.

Plan for Replacement of Individuals Elected
Who Have Assumed Office

The proposed additions to the By-laws set forth below consider the situation of a person having assumed an elected office. Now the specific time as to when the person is no longer able to serve in the office/position becomes important. If it is prior to the time the Society conducts the annual election, then arrangements can be made to include the vacated position in the voting process. If the timing is such that the Society's annual election is in process or completed, then the cost and administrative elements preclude special or follow-up elections. For purposes of the proposed By-laws additions, it is assumed that the Society's annual election date is that date when the election ballot is printed and prepared for mailing to the membership. A By-laws addition is also proposed to establish the Society's annual election date.

Continued Additions to Article V

13. In the event the position of President Elect is vacant prior to the Society's annual election date, the election process would be modified and possibly extended in time if necessary to include two positions, President and President Elect, on the ballot for the upcoming election year. The unexpired term of the President Elect position only would be filled by the individual receiving the next largest number of votes (as certified by the Society's Election Committee) in the most recently completed election. The new President Elect would not necessarily assume the position of President, but would be subject to the outcomes of the Society's election process. The individual assuming the position of President Elect would have his/her name placed on the ballot for the position of President along with others nominated during the Call for Nominations in accord with the Society's Administrative Manual (Section III F3).

    If the President Elect position vacancy occurs after the Society's annual election date, then the individual receiving the next largest number of votes (as certified by the Society's Election Committee) in the most recently completed election would assume the position of President Elect. Furthermore, that person would continue into the positions of President and Past President.
14. In the event the position of President is vacant, then in accord with the Society's Administrative Manual (II B), the President Elect would assume the duties of the President for the balance of the unexpired term. If the vacancy occurs prior to the Society's annual election date, the Society's regular election process would be modified to include two positions for the upcoming election year: President and President Elect. The President Elect would complete the unexpired term of the President and then move to the position of Past President.

    If the vacancy occurred after the Society's annual election date, the President Elect would assume the duties of the President for the unexpired term and then would continue as President as duly elected. Because this would create a vacancy for the position of Past President (for the time period in which the individual unable to serve as President would have served as Past President), the current Past President would be asked to serve a second term. If unable to do so, the next preceding Past President would be asked to serve. The process would continue until the vacancy was filled with the most recent Past President able to serve in that position.
15. In the event the position of Past President is vacant and regardless of when the unexpired term occurs, the most immediate Past President would be asked to complete the balance of the term of office. If unable to do so, the next preceding Past President would be asked to serve. The process would continue until the vacancy was filled with the most recent Past President able to serve in that position for the balance of the term.

16. In the event an APA Council Representative position becomes vacant, then the guidelines set forth by APA Rule 110-5.5 would be followed. If the individual is unable to complete a term and there is only one meeting remaining to complete his or her term, the Executive Committee would appoint an individual qualified to fill the vacancy. Otherwise, a new Representative would be elected with all deliberate speed, and an interim appointment of a qualified individual would be made by the Executive Committee.
17. In the event the position of Secretary, Financial Officer, or Member-at-Large becomes vacant at any time during the term of office, that vacancy would be filled by the individual receiving the next largest number of votes (as certified by the Society's Election Committee) in the most recent election for the position in question, and that person would serve the balance of the unexpired term. If there were less than eighteen months remaining to the term of office for the vacated position, then nothing would preclude the individual assuming the vacant position from having his/her name placed on the ballot to complete a full term of office if so nominated during any subsequent Call for Nominations held by the Society. If the vacancy occurs after the Society's annual election date in the last year of a three-year term, then the Executive Committee would appoint a qualified individual to assume the vacant position. This individual could serve in the position again if so nominated and elected.

Proposed By-law Addition to Article V, Paragraph 2 - Nominations and Elections

[NOTE: Additions set forth in bold type.]

2. The Election Committee, using the facilities of the Secretary **and Administrative Office,** shall mail a call for nominations **each year. The date when the election ballot is printed and prepared for mailing shall establish the Society's annual election date.**

The remainder of Article V2 will not require any changes.

Recognizing the above By-laws changes are somewhat entangled, especially for the position of President, examples follow:

Scenario One

- "A" is nominated and elected to serve as President-Elect in the Winter of 1995-96.
- Prior to the annual Business Meeting (April 27, 1996), "A" commits an immoral act, is convicted of a felony, and is expelled from the Society.
- Plan (Articles 10 and 13): The 1995-96 election ballots are recounted as if "A" was not on the ballot, and it is determined that "B" now was elected according to the preferential voting system. "B" is elected to the President-Elect position to serve for **one (1) year.** When the Society's election process is initiated in the Fall of 1996, the election is expanded to fill two Presidential positions: President-Elect and President. "B" is placed on the ballot with other nominees for the office of President and could be elected to serve as President.

Scenario Two

- "A" is nominated and elected to serve as President-Elect in the Winter of 1995-96.
- After the annual Business Meeting (April 27, 1996), "A" assumes office and then commits the immoral act, etc., but it is prior to the initiation of the Society's annual election.
- Plan (Article 13): The same procedure as described previously in Scenario One would be followed.

Scenario Three

- "A" is nominated and elected in the Winter of 1995-96, assumes office in 1996, and waits to commit the immoral act until after the Society's annual election (i.e., in January 1997). "A" is expelled after serving in office for nine months.
- Plan (Article 13): "B," who received the next largest number of votes in the most recent election, would serve the unexpired portion of the first year (i.e., three months) as President-Elect and then would move on to the positions of President and Past President.

Scenario Four

- "A's" career evolves as described previously, except that eating too many desserts during one mealtime is ruled an immoral act, and expulsion occurs during the Winter (1996) Executive Committee Meeting while "A" is serving as President.
- Plan (Articles 10, 13, and 14): "B," the President-Elect immediately assumes the office of President. Furthermore, Scenario One is followed to replenish the vacated President-Elect position.

Timing

The proposed By-law changes will be presented for vote to the membership at the 1996 Annual Conference. If you have questions prior to voting on them, please contact Dick Jeanneret (713) 529-3015.

Work in the 21st Century: Implications for Selection

Karen E. May
Human Resource Solutions

In the last issue of **TIP,** I introduced this column, which will address changes in the workplace as we move into the 21st century and the implications of those changes for I/O Psychologists. As I indicated, this column will focus on a different area of I/O psychology in each **TIP** issue, beginning with selection in this issue. I was pleased to receive copies of papers and helpful notes from some of you telling me about your work in this area. Keep up the communication! I would like this column to reflect what you are investigating in your research and doing in practice as it relates to the topic at hand.

Several factors are influencing the way employees are selected into the organizations of today and of the future:

- *Changing organizational structures.* Organizations are becoming flatter, leaner, and more flexible in order to keep up with technological advances and to become and/or remain competitive in the global marketplace.
- *Changing definitions of jobs.* Jobs are less likely to be defined by a fixed set of tasks, and more likely to be made up of constantly changing activities or, perhaps even more likely, by a role in a work process or responsibility for a specific outcome.
- *Changing nature of work.* Work tasks and processes are less likely to be fixed entities determined by management. More and more organizations are working to push responsibilities to the lowest level possible in an effort to increase commitment, task variety, organizational flexibility, and employee ownership of work outcomes. Additionally, work is more and more likely to be designed and performed by teams — either formally or informally assembled.
- *Changing job requirements.* As the nature of jobs becomes more fluid, employers expect employees to shift roles, responsibilities, and tasks quickly. Additionally, the rapid pace of technological advancement demands employees who understand more than just the program or system with which they work. With increased frequency, job requirements are becoming more closely linked to the organization than to any specific job. Perhaps the phrase "job requirements" should be replaced with "required organizational characteristics."
- *Changing workplace design.* More and more companies are moving to "virtual offices," in which employees no longer have dedicated office space, but can stop by a satellite office to check in, pick up materials, or have face-to-face meetings.

- *Changing workforce demographics and capabilities.* The well-documented demographic changes (e.g., increased representation of women, senior citizens, and members of minority groups) and anticipated capability gap (e.g., increased demand for, and greater scarcity of, high level skills) in the workforce bring with them issues of group differences and increased emphasis on trainability.

Any one of these factors alone would merit a discussion about how our selection practices must change and what research is available to guide our work. In combination, these factors call out for a radical redesign of our approach to staffing organizations. What are we doing, or should we be doing, differently?

One major shift in selection practices in response to the changes described above is the selection of individuals into organizations or onto teams rather than into specific jobs. With jobs, technologies, and business directions changing rapidly, job requirements are less likely to be stable and enduring over time. Selecting someone on the basis of their knowledge of a specific word-processing program, for example, would appear to be short-sighted, as the program will likely change and/or be replaced in a short time. Alternatively, selecting someone who can become an important part of a growing company seems a smarter investment. When selecting employees who will become members of formal or informal teams, their interpersonal and communication skills are likely to be as important to successful performance as are their task-related skills.

Another way to say that we're selecting into organizations rather than jobs is that we are changing — or enlarging — our criterion. We expect our predictors to identify those who will be successful in the work assigned to them, even when that work changes. We expect them to contribute to the success of the organization, and if relevant, their work team. If we want to evaluate the success of our selection systems, we will have to revisit, and likely revise, our criterion measures to ensure that they include organizational and/or team components. This implies a need for accurate measurement of team performance, individuals' contributions toward team performance, and the links between individual performance and company success.

Selecting for organizational or team requirements rather than, or in addition to, job requirements can involve measuring different attributes and may require the use of different types of selection tools. Some of the attributes that are surfacing in the literature as keys to general employability in the future include: the ability to learn (or trainability), self-management, self-motivation, teamwork skills, and adaptability (see for example, Carson, 1996). These attributes are posited to underlie performance in rapidly changing, high empowerment environments. Organizations want to invest in employees who can help the company meet its strategic goals, which could mean performing multiple jobs simultaneously or in sequence, designing or improving the

efficiency of work processes, and sharing and cultivating the company's values.

Another shift in the attributes assessed is described by Sanchez (1994) in his article about job analysis and the changing work environment. Sanchez notes that in the selection of managers and executives, it may be advantageous to add factors related to the strategic direction of the company to the list of job requirements. These could include, for example, industry knowledge or knowledge of particular strategies.

Increases in the use of personality tests, integrity tests, and value-based selection systems may reflect the shift in what characteristics are being measured. Fortunately, we are growing more sophisticated as a field in terms of the tools available for selection, which could increase the quality of selection decisions and make measurement of required organizational characteristics more viable.

I/O psychologists have made significant progress in the development and use of a wide range of selection tools. Landy, Shankster-Cawley, and Moran (1995) review recent advances in approaches to selection and find several encouraging changes including notable progress in areas of personality and integrity testing, more sophisticated use of the interview, and increased flexibility afforded by computer-based and -assisted testing. Through higher quality selection tools and increased ability to measure the "O's" in the KSAO list (Landy et.al, 1995), we are better positioned to respond to the change.

The rapid increase in the use of temporary employees and contractors presents a different kind of hiring trend. Through short-term and project-based employment, businesses can meet short-term staffing needs, without a long-term employment commitment. Contrary to long-term employees, temporary employees and contractors *can* be selected on the basis of job- or even task-specific knowledge's, skills, and abilities without concern for long-term organizational fit.

The more we understand the needs of organizations in the future, the better able we will be to help them succeed. Our understanding will be based in the research we conduct and innovations we develop. Some research topics related to selection for in the future that could provide great value include:

- Are the characteristics that enable someone to be a critical player in one organization the same in all organizations? And if not, does it vary by industry, company size, organizational culture, and/or company structure?
- Much of the extant employment law is built around the unit of the job and the information provided through a job analysis. How can we select for organizational and team requirements within the existing legal boundaries and climate? Should we, as a field, try to influence the legal structure in which employment decisions are made? If so, what are the most effective methods for making these changes?

- The area of temporary employment is ripe with research questions related to the psychological effects of being "just a temp," and to working in an environment where inequities exist by design (e.g., when contractors are paid more than employees for similar work). How can permanent and non-permanent employees work side-by-side effectively to meet the needs of the business?

In the next issue of **TIP**, this column will address issues related to job analysis, including (but not limited to) questions around its purpose, the methods we use to collect information, the uses for the information, and what we will need from job analysis in the future. If you are working on these issues in your organization and/or research, please let me know. Call or write Karen May at Human Resource Solutions, 61-F Avenida de Orinda, Orinda, CA 94563, Phone (510) 253-0548 or Fax (510) 253-9432.

References

Carson, K. P., and Stewart, G. L. (1996). Job analysis and the sociotechnical approach to quality: A critical examination. *Journal of Quality Management*, 1, pp. 49-64.

Landy, F. J., Shankster-Cawley, L., and Moran, S. K. (1995). Advancing personnel selection and placement methods. In Ann Howard, (Ed.), *Frontiers of Industrial and Organizational Psychology: The Changing Nature of Work*. Jossey-Bass.

Sanchez, J. I. (1994). From documentation to innovation: Reshaping job analysis to meet emerging business needs. *Human Resource Management Review,,4 (1)*, pp. 51-74.

RADical !

Rapid Application Development

We can provide secure, cost-effective software assessment systems for your clients using our CogShell™ Assessment Environment and our large library of software. We have extensive experience in creating user-friendly packages providing state-of-the-art assessment for Neuropsychological, Pain and other outcomes with advanced features that include the following:

- Direct computer administration with practice tests
- Convenient *input* of paper & pencil measures
- Pay-per-use metering with remote activation
- Graphical reporting for documenting progress
- Flexible "test" battery definition & administration
- Password security with data file backup & restore

Call to discuss how we can help you automate and increase your revenues.

Cognisyst, Inc.

3937 Nottaway Road, Durham, NC 27707 (800) 799-4654 (Voice or FAX)

Intervening in Emerging Markets: Back to the Basics, or Go Home Empty-handed

Herman Aguinis and Kurt Kraiger
University of Colorado at Denver

The Need for Industrial/Organizational Psychology Interventions

Organizations in Latin American, Eastern Europe, and other emerging world markets offer a fertile setting for interventions and services offered by Industrial/Organizational (I/O) psychologists. While it may seem odd to link Latin American and Eastern European countries, they do share a common economic history. These countries have suffered totalitarian governments (military dictatorships in Latin America, Communism in Eastern Europe) that followed an economic model instituted in the 1940's and 1950's: The Government had a primary role in the national economy and owned from subways and airlines to nightclubs and steel plants.

However, since the early 1980's these now so-called emerging markets are undergoing drastic changes: Individual countries are merging into economic blocs (e.g., MERCOSUR in South America), formerly state-owned companies are being privatized, and private organizations are feeling an increasing need to be competitive and global in order to survive. Consequently, hundreds of organizations in these emerging markets are desperately seeking useful tools that will allow them to make a healthy transition to a market-driven economy. In the human resources management (HRM) arena, organizations need tools that will allow them to make more effective decisions regarding employee selection, retention, promotion, training, and development.

Challenges Faced by US I/O Psychologists

Despite the apparent need for tools and methodologies in Latin American and Eastern European organizations, US I/O Psychologists need to be aware of several challenges when exporting business practices or recommending strategic plans. First, in general, the rhythms of the courtship between consultant and client are different to those common in the US (Aguinis, 1992; Perlaki, 1994). For example, a Latin American manager conveys power and status by the length of time he or she makes one wait for an appointment (cf. Aguinis et al., 1995). Rarely do meetings start on time. However, becoming annoyed only means that the subtle message has been missed, and may mark the beginning of the end of the relationship.

In our experience, in addition to the more typically acknowledged cultural differences (e.g., Adler, 1991; Hofstede, 1991; Stephens & Greer, 1995), there are *specific challenges* that US I/O psychologists face in attempting to establish partnerships with organizations in emerging markets. First, I/O psychology may be perceived as a science irrelevant to the local ways of doing business. For example, at a luncheon with 15 Argentine Fortune 100 company human resources managers, one joked about an American consultant who offered him diversity training: "Imagine," he laughed, "this American guy wanted to sell me a program to avoid legal problems and increase the diversity in our company..." Similar to many other emerging markets, Argentina has a very homogeneous workforce and, most importantly, no specific laws regarding discrimination in the use of instruments for selecting and evaluating employees.

A second challenge facing US I/O psychologists who wish to intervene in emerging markets is the lack of a shared conceptual framework. US I/O psychologists cannot always assume that a potential client (a) shares a common vocabulary to describe human resources interventions, and (b) has knowledge regarding the "I/O psychologist bag of tools." Regarding the vocabulary, terms like validity and reliability are often unknown, as well as the concepts which underlie them. For example, at a recent meeting in a South American country, the head of the personnel selection department of a 7,000 employee electric company recently privatized stated "I like the idea of using a standardized test to select employees, however, how do you know that the test works?" In our presentation, we had made the mistake of mentioning that the test had been "validated," without expanding too much on the issue. After this manager's comment, we had to step back and use a different strategy. Not only we had to explain the specific studies we had conducted but, much to our surprise, we had to explicitly explain the *meaning of the concept of test validity*. This manager, in charge of personnel selection, was unaware that data can be collected to answer to question of whether "the test works." Many other organizations lack all forms of standardized testing, so that even the concept of a test may have to be explained.

Third, the most typical I/O psychology-based interventions such as job analysis are either non-existent or implemented by adopting very different paradigms than in the US. For example, employees (including high-level executives) are selected based on clinical diagnosis and not on identification of behavioral patterns and skills assessment. Graphology and unstructured interviews are very common tools, and these instruments are seldom challenged regarding their accuracy in identifying the best applicants for a position. A head-hunting firm may "guarantee" a placement against turnover, finding a new executive if the previously hired one leaves prior to six months. In this way, a company may believe that their executive selection process is already 100% successful, and would question the need for a new system (with an overall validity coefficient of considerably less than 1.0!).

Facing the Challenges: Back to the Basics

For much of the two years after our first trip to an emerging market country, including nearly 50 meetings and presentations with decision-makers in consulting firms and Fortune 100 and Fortune 500 companies, we struggled with finding a way of explaining the uniqueness and the value of the tools and interventions we had to offer. Finally, we discovered one key to facing the aforementioned challenges and communicating the value of what we had to offer.

In most of our meetings, a central question asked by managers and executives was "What is unique about your approach to working with organizations?" Our initial answers emphasized core I/O psychology processes such as job analysis, performance appraisal, personnel selection, and training evaluation. We spent a great deal of time explaining these concepts which were foreign to most of our interlocutors. However, we felt that our answers were typically not completely understood or judged satisfactory. As a result, we later emphasized other facets of what we believe is unique about our systems approach to applying I/O psychology: Customized interventions, transforming technology through training, and educating clients. However, this latter approach did not have the intended effect either; these are buzzwords offered by any number of US-based consultants. We still had difficulties conveying the organizational value and usefulness of I/O psychology interventions, and needed to continue to find a way to explain the value of our discipline in a way which was easily understandable.

We eventually found an answer that was effective in communicating the value and uniqueness of our training and experience. This answer may now appear obvious, but it is the result of dozens of international luncheons, meetings, and presentations. We decided to go back to the basics, and emphasized two aspects that we believe are at the core of I/O psychology-based organizational interventions:

- At its essence, I/O psychology is the application of techniques for measurement and evaluation for the goal of organizational improvement.
- Data-driven measurement and evaluation (a) helps organizations improve their decision-making processes, and (b) allows organizations to document the rationale underlying decision making and the degree of success of specific policies and interventions.

The response we received from several executives was immediate. Now they understand what we have to offer, how we differ from professionals trained in other organizational disciplines, and are eager to have us as their collaborators. Measurement and evaluation are processes perceived to be critical to organizational success (particularly in the post-TQM age), but relatively few persons are knowledgeable enough to design or implement measurement systems. Too, managers are often inherently rationale and empirical, and are more comfortable with systems that allow them to make data-driven decisions.

In sum, we had tried to first communicate with potential clients by proposing the use of tools and techniques that we believed they would find useful. Instead, we have now evolved into using a very different approach. We emphasize what we believe are the unique assumptions and philosophy of I/O psychology: The implementation of research-based interventions that are data-driven and allow organizations to make more informed and better decisions.

References

Adler, N. J. (1991). *International dimensions of organizational behavior* (2nd edition). Boston: PWS-Kent.

Aguinis, H. (1992). *The role of cultural diversity in organizations: The case of the Argentine subsidiaries of US multinationals.* Unpublished Master's thesis, University at Albany, State University of New York.

Aguinis, H., Lee, S., Nesler, M. S., Quigley, B. M., Boczcowski, P. J., Aguinis-Szyferman, L., García-Cueto, E., & Tedeschi, J. T. (1995, June-July). *Cultural differences as antecedents of power perceptions: An examination across four countries.* Paper presented at the meeting of the American Psychological Society, New York.

Hofstede, G. (1991). *Cultures and organizations: Software of the mind.* New York: McGraw-Hill.

Perlaki, I. (1994). Organizational development in Eastern Europe: Learning to build culture-specific OD theories. *Journal of Applied Behavioral Science, 30,* 297-312.

Stephens, G. K., & Greer, C. R. (1995). Doing business in Mexico: Understanding cultural differences. *Organizational Dynamics, 24(1),* 34-55.

Author Notes

Correspondence concerning this article can be addressed to Herman Aguinis or Kurt Kraiger, Department of Psychology, University of Colorado at Denver, Campus Box 173, P. O. Box 173364, Denver, Colorado, 80217-3364. Electronic mail may be sent via Internet to haguinis@castle.cudenver.edu (Aguinis) or kkraiger@castle.cudenver.edu (Kraiger).

The Practice of I/O Psychology: Where Are We Now, and Where Are We Going?

Debra R. Medina
Wilson Learning Corporation

In October 1995, the Central Florida Industrial/Organizational (CFIO) psychology interest group, headed by Ed Levine of University of South Florida, convened to begin identifying the issues and trends that lie ahead for the practice of I/O psychology. I/O practitioners and graduate students from Tampa, Orlando, and Jacksonville attended the evening session. The meeting, hosted by Wilson Learning Corporation, addressed three fundamental questions regarding the future practice of I/O psychology:

The Change Module

1. What changes or trends in business do you think will impact I/O psychology over the next five years?

With the symbol delta representing change, participants were asked to identify the key future trends and strategic challenges likely to impact the I/O psychology profession over the next five years.

The Bi-Polar Current Status Module

2. What are the current strengths and weaknesses of I/O practitioners?

The symbol is designed to reflect a two-dimensional current status assessment. Working from Kurt Lewin's concept of "force-field" analysis, participants were asked to focus simultaneously on the positives and negatives of I/O psychology practitioners.

The Profile of Success Module

3. What does success look like?

This symbol represents a bull's-eye. The intent of this module was to encourage participants to be specific and definitive about the characteristics of future success.

The meeting attendees addressed these key questions using Wilson Learning's *Innovator* technology. The Innovator is a group-processing tool (using wireless response keypads) that allows people to discuss and vote on solutions to current/future performance issues. The session combined this computerized group-polling capability with a structured, facilitated process to maximize group diagnosis, analysis, and action planning. Since this normally day-long session was condensed into an hour-long meeting, lists of items to be considered in the rating process were prepared in advance. The experience of participating in this focus session was very enlightening, and some of the more significant results are detailed below.

To begin the meeting on a light note, a vote was taken on what kind of car best represents the practice of I/O psychology. Students and practitioners agreed that I/O was not a "just-for-fun" convertible, nor was it a "fast-moving, dazzling, impractical" Ferrari. Instead, I/O Psychology was viewed as resembling both a "versatile, practical, enjoyable" Jeep or a "quality, for a price" Lexus.

Then, our first real challenge was to identify the *environmental* changes expected to impact the practice of I/O psychology. According to the respondents, the changes and trends most likely to impact the practice of I/O psychology in the next five years are shown in Table 1. Results reflect the ratings of Students vs. Practitioners.

Table 1

Business Changes or Trends Perceived to Have an Impact on I/O Psychology

Students (n = 28)	Practitioners (n = 19)
•Contract employees/temporary labor	• Globalization
•Increased technology	• Increasing demand for just-in-time solutions
•Proliferation of training programs	• Businesses trying to do more with less
•Teaming	• Integration of business and HR departments

After discussing the environmental changes expected to influence the practice of I/O psychology, participants shared their input on I/O

psychologists' current strengths and weaknesses. The top strengths and weaknesses as seen by the respondents are presented in Table 2.

Table 2
Perceived Strengths and Weaknesses of I/O Practitioners

Students (n = 28)	Practitioners (n = 19)
Strengths:	***Strengths:***
• Resolving problems incorporating business and people issues	• Resolving problems incorporating business and people issues
• Providing defensible/reliable means of measuring behaviors	• Providing defensible/reliable means of measuring behaviors
• Central discipline for the "people" resource	• Understanding human behavior
Weaknesses:	***Weaknesses:***
• Can't market ourselves effectively.	• Practitioners lack business/corporate perspective.
• Curriculum/training is too academically focused.	• I/O practice is too labor-intensive.
• Can't translate our services to dollar value.	• Can't translate our services to dollar value.

The results of the polling indicate that some differences exist between students and practitioners in their perceptions of the trends in I/O psychology and the major strengths and weaknesses of practitioners. Students need to carefully consider these perceptual differences to ensure that their preparation (e.g., practicum/internship placements, thesis topics, course work) aligns with how current practitioners view the I/O discipline and the changing demands.

Finally, the group discussed the types of successes the practice of I/O psychology would like to experience by the year 2000. Some overriding themes generated by the group include the following:

- I/O practitioners and the business community will have a greater understanding of and respect for each other.
- I/O practitioners will deliver reliable and valid products more quickly and cost-effectively.
- The I/O practice will have a more positive impact on work life.
- Businesses will view I/O practitioners and their services as a necessity, not a luxury.

Time did not permit a discussion regarding how we, as I/Os, can make these ideal successes a reality or to discuss next steps. Therefore, the attendees were urged to address these issues alone and in discussions with colleagues. Likewise, I urge you to envision what *success* for I/O Psychology looks like to you in the year 2000 and encourage you to begin taking steps now to make that vision a reality. (Special thanks to Wayne Burroughs, Ph.D., and Rich Forman of University of Central Florida for their input.)

SOCIAL/BEHAVIORAL SCIENTISTS

ISR, one of the world's largest survey firms, seeks global expertise and five years (min.) experience in development, analysis and interpretation of employee surveys. Successful candidate will formulate, interpret, summarize and present survey findings to senior management in large, global companies. Imposing intellect, wit and high ethical standards essential. Ph.D. in Industrial/Org. Psychology or Sociology required.

Candidate could be based in Chicago, London, San Francisco or Singapore. Fluent second language desirable. 40 - 50% travel anywhere in the world. Superb everything financial.

Resume and sample of writing in confidence to:

International Survey Research Corporation
Attn: Search Director - SIOP
303 East Ohio Street
Chicago, Illinois 60611
Facsimile: 312/828-9742
Telephone: 312/828-9725

The Student Network

Bryan C. Hayes
Greg E. Loviscky
Old Dominion University

Is your I/O psychology program providing you with the knowledge, experiences, and credentials needed to obtain a career oriented job upon graduation? This is a question and concern expressed to us by many students. In response, the next two issues of **The Student Network** will be devoted to the identification of the criteria used to select I/O psychologist for various positions and provide suggestions on how to satisfy those criteria. In a related event, this year a subcommittee of the SIOP Education and Training Committee is charged with reviewing the Guidelines for Doctoral Education in Industrial/Organizational Psychology. According to subcommittee chair Debra Major, the central objectives are to determine the extent and the nature of needed revisions to the guidelines. Published in 1985, the guidelines have never been updated. Although the subcommittee is focused on the appropriateness of the included competencies in the guidelines as opposed to credentials required by hiring institutions, certainly areas of overlap exist. In this sense, we hope information provided in this two-part issue are useful for both students and faculty alike. The first article in this two-part series focuses on the needs of I/O psychology students interested in an academic career. The second article, to be included in the April issue of **TIP**, will focus on needs of students seeking an applied career. We hope you find these issues informative and interesting.

Three Considerations for I/O Graduate Students Seeking Academic Positions: Publish, Publish, Publish

Gary J. Greguras
Bowling Green State University
Jeffrey M. Stanton
University of Connecticut

We have all heard the common phrase and title of a recent book, A Ph.D. is Not Enough (Feibelman, 1993). What then, is enough for a successful career in I/O Psychology? The goal of the present article is to discuss what graduate students in I/O Psychology can do to initiate a career in academia. This article presents the various criteria used by academic institutions when hiring new faculty members and the activities and issues that graduate students should consider to prepare themselves for academic positions. We hope that this

article serves as a useful source of information and stimulates questions for graduate students planning or simply considering an academic career.

What do academic institutions look for in applicants?

We contacted a variety of academic institutions that are currently advertising faculty positions in I/O Psychology or related fields (e.g., Human Resource Management), posted a request for information on HRNet, interviewed faculty members at various institutions, and consulted a variety of published articles on this topic (Feibelman, 1993; Morgan, 1993; Rheingold, 1994; Zanna & Darley, 1987). More than 20 different respondents provided information. This sample consisted primarily of faculty in psychology departments at research institutions; however, information provided by respondents from business schools or teaching-oriented institutions generally converged with that obtained from psychology departments at research-oriented institutions.

The responses we received suggest that the selection process of many academic institutions follows a multiple hurdle approach. Certain criteria may be used to decide who should be invited for an interview (e.g., number of publications, letters of recommendation), whereas other criteria (e.g., performance in colloquium, interpersonal skills) may be used to decide which candidate is actually made a job offer. Four criteria seem to permeate the academic selection process: *research productivity, teaching experience, applicant fit, and applied experience.*

Research Research productivity or potential for research productivity was the most frequently used criterion for evaluating applicants. Respondents indicated that publications in refereed journals are weighed the heaviest when evaluating applicants' credentials in the initial stages of the selection process. No minimum requirement of research productivity was provided, although many respondents indicated that at least one or two first-authored articles in a refereed journal were necessary to be considered a serious candidate. Several respondents indicated that although the quantity of research required to be invited for an interview is market-driven, generally applicants with several publications do exist in most applicant pools. Conference presentations are also considered evidence of research productivity, however, these do not serve as substitutes for publications.

Search committees also consider evidence of programmatic research. This information can be conveyed by the applicant's publication/presentation record, verbally during interviews, and in a research statement. Committees are interested in certain aspects of the candidates research program. Does the candidate have a clear sense of what he or she is going to be doing for the next few years? Is there some direction to the research? Is this area of research new and exciting?

Although publications appear as the most important criterion for obtaining an interview, at some universities publications may play a smaller role in reaching the final decision. Publications, therefore, apparently comprise the first hurdle of the academic selection process. Publications may receive less weight at teaching institutions. Nonetheless, several respondents noted that due to the increasing number of competitive candidates, teaching institutions may also emphasize research publications.

Teaching Teaching experience is a second factor considered when evaluating applicants — albeit quite distant from research productivity. As one respondent stated, "Excellent research can to some extent compensate for nonexistent teaching experience, but excellent teaching cannot compensate for nonexistent research." Relevant teaching experience may include working as a teaching assistant or assuming responsibility for all aspects of a course; the latter holds more value. Respondents indicated that they seldom see candidates without some teaching experience, and many applicants have substantial amounts of teaching experience.

Teaching has become more important in the sense that candidates must often include a lot of information about their teaching experience or interests with their application materials. For example, many applicants provide statements of teaching philosophies or include previous course evaluations. Letters of recommendations often comment on teaching ability, and teaching awards also signify the quality of teaching.

Faculty members also evaluate an applicant's teaching potential and research-oriented scholarly skills during the applicant's colloquium. The results of this evaluation may weigh quite heavily on the applicant's chances of being made a job offer. Often the colloquium is the only opportunity that members of a department not on the search committee have to assess the candidate. One respondent indicated that if a candidate does poorly during the colloquium, it is unlikely that his or her candidacy can be justified or supported to the rest of the department. A candidate may also be asked to teach a class to demonstrate his or her teaching ability or potential. Thus, while research productivity will help you obtain an interview, teaching ability comprises the second hurdle.

Applicant Fit Applicant fit refers to the degree to which the candidate matches the needs of the department rather than how similar the applicant is to the department's members. Applicant fit is the third determinant in the selection decision for most of our respondents. In fact, some institutions suggested that applicant fit is weighed equally with research productivity. An applicant may have a wonderful vita but not be invited for an interview because he or she does not fit with the current needs or preferences (e.g., research, teaching) of the department.

Applicant fit is a hurdle that all successful candidates must eventually clear. One's fit is continually assessed from the time of application (e.g., Does this candidate's research area and expertise fit with the department's needs?), through the interview (e.g., Does this candidate appear to be someone with whom we can work?), and at the time of the final decision (e.g., Which candidate best fits the department based on research productivity/interest, teaching ability, and collegiality?).

Applied Experience Finally, applied experience is viewed as a selling point but not a necessity. One respondent noted: "We are looking for teachers and researchers, but applied experience may tip the balance." Applied experience may hold importance at those programs that strongly emphasize field research and/or consulting. Some such programs expect their faculty to consult and to provide applied experience for their students. Graduate students serve two goals simultaneously by working to develop field research during applied experiences.

Summary

Overall our results suggest that research productivity and applicant fit are two major factors in obtaining an academic position. These factors hold particular significance in research-oriented institutions, but also apply to teaching-oriented institutions. In addition, teaching institutions clearly value proven excellence in teaching. Finally, while successful candidates often have applied experiences, this factor typically receives less weight, at least in the initial stages of the selection process.

How can graduate students translate this information into practical and strategic actions? After all, the previous paragraph may seem obvious to many students who have been in graduate school for several years. Nonetheless, even experienced graduate students still pose the question, "How do I go about getting an academic job?" The ubiquity of this question suggests a lack of viable, specific information for making intelligent decisions about various courses of action in graduate school. Space restrictions prevent this article from serving as an encyclopedic resource for provision of this information.

Moreover, it is unclear that even an encyclopedia could serve the distinctive needs of all I/O graduate students. The abundant permutations of student, advisor, interests, and aptitudes make the success of such a resource unlikely. Useful information is, however, available to every graduate student who directs the right questions to the right people. Thus, the next section of this article is devoted to the stimulation of productive questions concerning the major issues involved in obtaining an academic job.

The Questioning Approach

In a previous issue of **TIP**, Clause, Kaiser, and Roch (1995) discussed the importance of socialization processes in the adjustment of first-year graduate students to their new environments. These authors describe an information

acquisition approach where socialization is enhanced when first-year students obtain or are taught critical skills, knowledge, values, goals, and roles. New students obtain this information from experienced organizational members such as faculty and more advanced graduate students. This information acquisition process should continue throughout the graduate student's career and can be fruitfully directed toward the goal of obtaining (and thriving at) an academic position.

Early Questions: Program Entry through Completion of Thesis. Beyond the fundamental question of whether one desires an academic career, the initial years of graduate school serve as the optimal period to ascertain what an academic career is like, whether one's personality and proclivities might fit in an academic setting, and whether one enjoys the two essential activities of academia, research and teaching. Positive responses to these queries reveal another layer of questions. For example, a strong preference for teaching has clear implications for choices both within and after graduate school. Regardless of preference, first year students are typically obliged to crystallize a research interest for a first, independent research project (in many institutions, the Master's thesis). Early involvement in ongoing research projects or research groups can facilitate this process. Arguably, a first question new students should ask their advisors is: How can I get involved in a research project as soon as possible?

The respondents who provided information for this article were unanimous concerning the importance of first-authored journal publications in establishing the credibility of an academic job applicant's research potential. The graduate student's Master's thesis provides a critical opportunity for first-authorship. The student should ask thesis committee members what considerations will maximize the likelihood that the finished product will be publishable. Upon or near completion of the thesis, the student should begin to ask the advisor to which conference or journal the completed study might be sent.

The early years of graduate school often provide options for additional research projects. Graduate students can get involved in research with various faculty members and other graduate students. Although graduate students are encouraged to be involved in multiple research projects simultaneously, over extension can result in a decrease rather than an increase in research productivity. Because of the long lead times associated with the review of manuscripts and their acceptance for publication, conducting research early and submitting promptly is important.

More Questions: Thesis to Dissertation. The interval of the I/O graduate student's career between completion of a thesis and achievement of the Ph.D. provides an opportunity for additional reflection on career choices. Many sources interviewed for this article agreed that the dissertation serves as the linchpin to subsequent academic career plans. The student's overriding

question during this phase of graduate school should be: How can my dissertation help me launch a research program that can carry me into academia? This question raises a number of subsidiary questions: Should the Master's thesis be extended or developed to display evidence of programmatic research? Should one consider more timely topics to enhance the likelihood of publication of the dissertation? How can one best capitalize on the experience of trying to publish the thesis while deciding on a dissertation topic?

In parallel to the previous section, the dissertation cannot command 100% of the advanced graduate student's time. More to the point, one respondent suggested that it is never sufficient for a graduate student to work solely on one research project at a time. Again the academic-bound student must pursue additional projects, especially those with promising publishing potential. At the same time, the student with an inclination toward teaching should decide which lab or lecture experience will provide the greatest opportunity in the chosen job setting. Finally, the aspiring academic needs to consider whether additional applied experience might help obtain a position in a business school or an I/O psychology program with an applied orientation.

Closing Questions: Starting the Job Search. Many authors have considered and discussed the final stages of obtaining an academic job: preparation of the vita (Brems, Lampman, & Johnson, 1995), crafting an application letter of interest (Morgan, 1993), and preparing and delivering the job talk (Zanna & Darley, 1987). Some important preparatory issues, however, have not received as much attention. What resources can applicants tap to find out as much as possible about the institution, the faculty, and the graduate students at the hiring institution? Who are the key decision makers there? Applicants who pose these questions may become better prepared to market their strengths successfully.

Conclusion

This article is meant to stimulate fruitful thinking and questioning by the I/O graduate student who seeks an academic career. Naturally, we have had to leave out many useful questions and issues due to space constraints. We trust, however, that the important message of this discussion has shone through: to ensure future career success, the prudent graduate student will take an active, information seeking approach to career development. This approach can serve the student regardless of whether he or she chooses a career in academia or industry. Remember, when in doubt, ask your advisor: "What have I forgotten to ask you that might be important?"

The preceding article has been aimed primarily at graduate students in I/O Psychology who are contemplating an academic job after graduation. Relating this information to the training of I/O psychologists, however, may be of interest to a wider audience. In particular, on the eve of a revision of the

Guidelines for Education and Training at the Doctoral Level in Industrial/Organizational Psychology (Society for Industrial and Organizational Psychology, 1985), those who are concerned with curriculum design for I/O Psychology students may wish to consider how our industry evaluates and selects newly trained I/O psychologists for jobs. For example, faculty selection committees emphasize the importance of research, however, the process of conducting and reporting research during the doctoral training in I/O Psychology does not seem to be adequately represented in the current guidelines. Future revisions of the guidelines may need to emphasize not simply competencies, but also processes considered important by the I/O psychology committee. This point will be addressed further in the next issue of **The Student Network** that will focus on applied careers.

References

Brems, C., Lampman, C., & Johnson, M. E. (1995). Preparation of applications for academic positions in psychology. *American Psychologist, 50,* 533-537.

Clause, C. S., Kaiser, R. B., & Roch, S. G. (1995). Using socialization literature to shed light on the first year transition. *The Industrial-Organizational Psychologist, 2,* 91-95.

Feibelman, P. J. (1993). *A Ph.D. is not enough.* Reading, MA: Addison-Wesley Publishing Company.

Morgan, K. (1993, January). A guide to the academic job search. *APS Observer,* 29-31.

Rheingold, H. L. (1994). *The Psychologist's guide to an academic career.* Washington, DC: American Psychological Association.

Society for Industrial and Organizational Psychology, Inc. (1985). *Guidelines for education and training at the doctoral level in Industrial/Organizational Psychology.* College Park, MD: Author.

Zanna, M. P., & Darley, J. M. (1987). *The complete academic: A practical guide for the beginning social scientist.* Hillsdale, NJ: LEA Publishing.

"This book, by a noted industrial/organizational psychologist, is informative and extremely well written. It is a must for anyone concerned with the pain and the courage of poor single mothers."
—Florence Denmark, Pace University

Working from the Margins

Voices of Mothers in Poverty

VIRGINIA E. SCHEIN

"While the voices of single mothers dominate this study, Schein adds cogent analysis of patterns their stories reveal. . . . Her study is a timely reminder [of] the widespread, dehumanizing poverty this overburdened bureaucratic system struggles so clumsily to ameliorate."—*Booklist*

At bookstores, or call (607) 277-2211

An ILR Press Book

Cornell University Press

Sage House • 512 East State Street • Ithaca NY 14850

$30.00 cloth, $14.95 paper

Don't Throw Your Money Away!

In the computer-based skills assessment arena you'll find there are four alternatives:

1. **Software Companies - Beware!** Over the past few years, there have been many companies that have introduced flashy testing products only to vanish, leaving their customer base without support or an upgrade path.

2. **Consulting Companies - Beware!** Consulting companies may hire one or two programmers on a project basis to develop customized tests. But computer-based testing is not their specialty. The programmer's commitment often ends at the conclusion of the project. Ongoing maintenance and upgrades are seldom available.

3. **"In-House" Development - Beware!** While it may initially appear to be cost effective to develop your own testing program, it rarely ends up being so. Substantial effort is necessary both to develop and maintain the system. Many dollars have been wasted on programs that either were not completed or could not be maintained.

4. **AccuRater™ by AccuRater Inc. - Call Immediately!** The experienced professionals at AccuRater have been in the PC-based test development business since 1985. AccuRater uses a common format that can be applied to a variety of tests, from standard typing and data entry tests, to specialized tests using graphics and voice technology.

   AccuRater Inc. will be there when your testing program needs further modifications and upgrades.

Call AccuRater Inc. for your specialized computer-based assessment testing.

formerly S.F. Checkosky & Assoc. Inc.

P.O. Box 5116 • Syracuse, NY 13220

1-800-521-6833

AccuRater INC. SINCE 1985

Practice Network

Thomas G. Baker
Micro Motion, Inc.

Practice Network is a forum for the discussion of practitioner ideas, opinions and issues. This column works because you get involved. I can always be reached at (303) 530-8143 and hope you find something of interest in the features this issue.

E.F. Hutton and Schein

Practice Network had an engaging conversation with **Ed Schein** (MIT, Sloan School of Management) about his impressions and opinions of I-O psychology. And when Ed talks...people listen.

He sees the field of psychology evolving into two wings, the traditional 'expert' wing oriented towards hard science and empiricism, and, secondly, the 'Tavistock' wing with a more clinical and ethnographic inclination and penchant for inquiry, coaching and teaching. It is the second wing that is more attuned to process consulting, Ed says, "I think we are past the stage where the expert based field is very helpful. The big human problems don't lend themselves to resolution through the scientific research model."

"I consider nonsensical all the literature that recommends the strictly scientific approach of (1) diagnosis and then (2) recommending an intervention...the two are tremendously intertwined and can't be separated into two parts or phases," Ed emphasizes. He recalls a situation where a consultant was called in to help a CEO with a problem. The consultant's first step was to interview and test all of the CEO's direct reports. The consultant took the empirical, data-oriented approach to identifying the problem. Schein was concerned about this consultant's approach because a root problem in that organization is the autocratic nature of the CEO. Unwittingly, the consultant played right into the CEO's hands. "You have to decide what kind of consultant you are," Ed suggests, commenting, "I am concerned about the validity of the interaction I have with clients in addition to the validity of the data I collect."

Ed also has concerns with practitioners who take an approach in which the researcher provides the client a solution, over a process consultation approach in which the client is the one who works the issue, facilitated by the helper-consultant.

Ed Schein finds an able ally for the process consultant in your friendly, neighborhood family therapist. When they get thrown into the middle of a problem it's very clear to them that they are working with some sort of

system, one they have to understand as they go along. The therapist treats the family as a system, but cannot afford (or frankly, may be incapable of) understanding all of the nuances of the family. The therapist does not pretend to know everything, but strives to get each member talking to the other. Ed questions "Why do we think that to be helpful we have to be scientists, when what we need to do is have an eye on the workable solutions to our client's problems....the client doesn't ask for thoroughness, completeness and Truth, the client asks for help with problems." It is not uncommon, Ed says, for him to come away with only a fragmented view of a company's overall culture when he 'completes' (TB: forgive me Ed) an intervention, just like our friendly Division 43 colleague.

Ed divides the organizational world into three major "occupational communities." The first is the operator community made up of line/operations people who act in a complex, ecological, systemic world. The second community is made up of engineering citizens who believe in the perfection of a humanless world. The final community is the top management culture which focuses on productivity, cost reduction and operating results. A disproportionate amount of consulting is done within the operator community, Ed feels; but as long as we have not infiltrated top management's culture, changes will always revert to the state they were in preceding the intervention. Ed believes, "I think (as consultants) we have mostly been servants and have not enlarged top management's viewpoints and certainly have not helped them see the value of their people."

Interested in self-improvement? Ed suggests reading his 1994 publication, *Career Survival: Strategic Job/Role Planning*.[1] Based on his original career dynamics research, this book is an application of open systems theory for career planning. Thanks, **Ed Schein,** for sharing your thoughts with *Practice Network!*

Protections For Individual Liability

In an article elsewhere in this issue of **TIP, Dave Arnold** and **Kristine Kroeker** have investigated the issue of individual liability in discrimination cases. They reviewed six Circuit Court opinions on this issue and conclude that federal anti-discrimination statutes, such as the ADA, Age Discrimination in Employment Act and Civil Rights Act, do *not* permit the imposition of individual liability in discrimination cases. Employees appear to be shielded from personal liability under the ADA, ADEA and Civil Rights Act.

[1] Schein, Edgar. *Career Survival: Strategic Job/Role Planning*. Pfeiffer, San Diego. 1994.

Lessons From The Field[2]

Educational opportunities occur because you look for them, says **Wanda J. Campbell** (Edison Electric Institute, DC). What follows are some of the lessons Wanda has learned from her practice. She shared these thoughts originally with her PTC-Metro Washington peers. *Practice Network* felt they needed additional airing.

The Basics

1. *Tests do not have inherent value.* Not everyone is as impressed with tests as we are. If a test doesn't solve a customer's problem, then the test has no value for that customer and using it is a waste of time and money. Reliability and validity issues are important, but not the only consideration.
2. *We can't take our favorite selection tool and apply it indiscriminately.* Techniques need to fit client's needs; don't create needs to fit your techniques.
3. *Collecting data from the field is a lot different than getting it from students.* Many employees are fearful of providing data or taking tests, no matter how much we reassure them that the results will not affect their jobs.

Survival Basics

1. *Time is money.* It is always in our best interest to find the most efficient way to collect data for our clients.
2. *Find out what the sacred cows are before you slaughter anything.* Be especially careful here, because there is a latency between the time you launch your (fateful) attack and the time that you learn of your error.
3. *Selection interviews are a sacred cow.* There is a ceiling on the advantages we can impose on structured selection interviews. Don't add so much structure that you completely tie the hands of the interviewer. We can't anticipate everything.
4. *Face validity is no laughing matter.* The longer she works in the field, the more important face validity becomes. Wanda would not be surprised to find a negative relationship between face validity and test challenges.
5. *Don't bite the hand that feeds you.* Learning that not everything of value comes out of the psychology world has enhanced her relationships with the non-psychologists with whom she works.

[2] This article was condensed from notes **Wanda J. Campbell** made on her August 1995 address to PTC-Metro Washington. She, no doubt, gave a wonderful talk which she summarized for PTC-MW's October newsletter. I come along and condense her summary. Let's hope her original messages, humor and poignancy were not lost in all of this.

Life in the Field is not a Journal Article

1. *You can't research every question.* While it is desirable to have a body of research to support your actions, it is not always possible. When you find yourself having to make a decision in the absence of research, you have to take what you know about similar situations and use your own judgment.
2. *Organizations are not looking for the perfect test.* A perfect test for a psychologist and a perfect test for a manager are often two different things. Marginal increases in validity or elegance are often not worth the development cost to organizations. If the organization needs the test in three months, a perfect test in six months is useless in meeting it's goals.
3. *Performance appraisals are political documents.* The first thing to remember is that you have to work with the people you evaluate. The second thing is that more than 50% of the people think they are above average. Wanda is not advocating leniency in ratings, but stresses the fact that you need to go into the rating process with your eyes open about the potential consequences of your actions.
4. *Sometimes it is hard to sell integrity and personality.* Many applied psychologists are hesitant to use integrity tests, because the test may be perceived as insulting to the test taker.

Advanced Survival

1. *Marketing is not just for business majors.* In this age of continuous reorganization, marketing oneself has become increasingly important. We can no longer afford to have people in our organizations not know what an industrial psychologist is. Our retention within the organization is enhanced to the extent that we can clearly demonstrate our contribution to the bottom line.
2. *Education reduces problems.* Most of the people we deal with do not have their hearts set on making our lives miserable. If we educate others in the course of doing our jobs, we may be able to prevent a number of problems from occurring.

Thanks **Wanda Campbell** for sharing your thoughts with *Practice Network!*

EEOC Publishes Disability Guidelines

The long awaited EEOC guidelines on the definitions of disability have been published. Call 1-800-669-3362 to get your own free copy.

Customer Satisfaction: The Name of This Game

Practice Network recently caught up with **Herb Heneman, III** (U. of Wisconsin-Madison, School of Business) and **Bob Lavigna** (State of Wisconsin, Dept of Employment Relations) about a successful staffing-related project they have spearheaded. The goal of their project was to "systematically identify our customers and gather their opinions on the state's staffing services," according to Herb. In the vernacular, they "TQM'd" recruitment and staffing for the state of Wisconsin!

Herb was involved 'up to here' in establishing the customer survey measure. Saying "it was quite a lot of work just to define the content domain," Herb arrived at a 53-item, five-dimension survey. Psychometrically, he is quite pleased with the instrument.[3] "We didn't find other surveys defining this HR domain...my guess is that the content domains and the instrument itself are fairly transportable," Herb says.

Based on survey results of 459 line and HR managers in the state (a 71% response rate), Bob, as head of the recruiting and staffing unit for the State of Wisconsin, organized four new programs to address client needs:

1. *Increased flexibility and choice.* In times past, by statutory law, Bob's group would whittle down applicants to the top five candidates for referral to hiring managers. These candidates usually had to qualify by taking multiple-choice exams. In hard-to-fill positions (such as some scientific and health care areas), only eight or nine folks might have applied for a job. Bob's group has changed that all around to using content-valid alternatives to written exams and offering hiring managers two to three times the number of 'finalists.' This has also decreased the amount of time applicants have to wait to get their first look. The balancing act is to construct an efficient and effective process that is still merit, job-related, and fair to each candidate.
2. *Train managers in staffing.* Bob's group is helping their hiring manager customers become more intelligent consumers of the state's staffing services by training them on the 'menu' of available assessment approaches, how to plan a recruitment process and how to effectively advertise for candidates. Additionally, Bob is planning a comprehensive staffing process training program composed of separate modules covering everything from writing a position description to conducting a job interview.
3. *Electronic advertising of positions.* Why bother explaining this one? Try it yourself at http://badger.state.wi.us/ or http://www.wisc.edu. In each case, dig around and you'll find the job listings.

[3] Heneman, III, H. G., Huett, D. L., Lavigna, R. J. and Ogsten, D. (1995). Assessing Managers' Satisfaction with Staffing Services. *Personnel Psychology, 48,* 163-172

4. *Allow for walk-in testing.* Although Wisconsin has developed alternatives to written exams, much of the state's hiring still includes a merit-based knowledge or skill exam. Moving off of strictly knowledge-based written exams can be the subject of another *Practice Network* column, but some sort of test is often used early in the selection process. In true bureaucratic fashion, spots for these tests used to have to be arranged in advance—weeks in advance. Bob's group has eliminated the entire pre-enrollment piece and now accepts candidates for state exams on a walk-in basis.

Herb Heneman and **Bob Lavigna's** work on this project (and its heavily customer-oriented process) won national recognition as one of 30 finalists for the "Innovations in American Government" award sponsored by the Ford Foundation and Harvard's JFK School of Government. These finalists were chosen from amongst 1,450 applicants. Benchmark against that! You can contact Bob with further questions about this project (after you read their *Personnel Psychology* article) by calling him at (608) 266-1136.

Federal Bills Seek to Prohibit Discrimination Based on Sexual Orientation

On June 15th, two bills were introduced into Congress that prohibit discrimination by employers on the basis of sexual orientation. HR 1863 and SB 932 prohibit discrimination against an individual based on his/her sexual orientation, whether real or perceived, or against any persons based on the sexual orientation with whom they associate. The initiatives do not provide for hiring quotas or preferential treatment, nor do they prohibit employment practices that happen to result in a disparate impact on individuals according to their sexual orientation. The armed forces are excluded from these initiatives' provisions. The bills are now in committee and (as of early November 1995) haven't moved since their introduction last June.

More INTERNET Addresses

Industrial Psychology Discussion Group
Send e-mail to: listserv@uga.cc.uga.edu.
Leave subject line blank.
In the body of the message write: SUB ioob-l Your Name.
Somewhat underutilized, not much traffic.

Discussion List for Gender Issues in Organizations
Send e-mail to: listserv@vm.ucs.ualberta.ca
With questions, send e-mail to Michele Bowring at
mbowring@gpu.srv.ualberata.ca.
255 participants.

Training and Development Discussion Group
Send e-mail to: listserv@psuvm.psu.edu.
Leave subject line blank.
In the body of the message write: SUBSCRIBE TRDEV-L Your Name.
Also see WWW site at http://www.iconode.ca/trdev.

Business Policy and Strategy Network - BPSNET
For information on how to subscribe to BPSNET send e-mail to Jim Stephenson at stephenson@wharton.upenn.edu.
Also check out the WWW page at http://comsp.com.latrobe.edu.au/bps.html.

Business Process Reengineering List
Send e-mail to: listserv@is.twi.tudelft.nl.
With questions, send e-mail to Alexander Verbraeck at a.verbraeck@duticai.twi.tudelft.nl or Jeroen Van Meel at jeroenm@sepa.tudelft.nl.
2313 participants.

Errata

In July 1995's *Practice Network*, some creative and vexatious typos got into print on **Paul Thayer's** "Grey Panther....." piece. Two problems arose: (1) On page 79, the quote in the last second and third lines should be, "Why don't you do anything new?", instead of "...do anything now...", and (2) The correct reading of strategy #5 to establishing credibility as an I-O psychologist should not have substituted the angle for angel. The correct strategy reads as follows: "5. Find an angel to help sell a research approach." My apologies Paul.

Reinvesting Dividends Doesn't Make You A DRIP

Business was good in 1995. I hope that you shared in its largess. Now is the time to reinvest your gain in *Practice Network*. Call to share with your fellow practitioners by contacting **Thomas G. Baker** at 303-530-8143, FAX to 303-530-8007 or e-mail at VTCJ69A@prodigy.com. Reinvestments return dividends.

Endnotes

1. Schein, Edgar. *Career Survival: Strategic Job. Role Planning*. Pfeiffer, San Diego. 1994.
2. This article was condensed from notes **Wanda J. Campbell** made on her August 1995 address to PTC-Metro Washington. She, no doubt, gave a wonderful talk which she summarized for PTC-MW's October newsletter. I come along and condense her summary. Let's hope her original messages, humor and poignancy were not lost in all of this.
3. Heneman, III, H. G., Huett, D. L. Lavigna, R. J. and Ogsten, D. (1995). Assessing Managers' Satisfaction with Staffing Services. *Personnel Psychology, 48*, 163-172.

EEOC Issues Revised Policy on Medical Examinations Under the ADA

Dianne C. Brown, APA Science Directorate

On October 10, 1995, the Equal Employment Opportunity Commission (EEOC) released final enforcement guidance on Preemployment Disability-Related Questions and Medical Examinations.

Under the 1990 ADA, employers may only ask job applicants disability-related questions and conduct medical examinations after extending a conditional job offer. The intent of the law is to "help ensure that an applicant's possible hidden disability (including a prior history of a disability) is not considered before the employer evaluates an applicant's non-medical qualifications." Employers may inquire about an applicant's ability to perform specific job tasks and non-medical qualifications at the pre-offer stage. Once a conditional offer is made, the employer may ask disability-related questions and require medical examinations as long as this is done for all entering employees in that job category. If the inquiry or medical examination screens out an individual because of a disability, the employer must demonstrate that the reason for the rejection is "job-related and consistent with business necessity."

As with the May, 1994 enforcement guidance, this policy addresses psychological testing and whether or not psychological tests are considered medical examinations. Although the October policy is similar to the previous version, it is more succinct. The factors listed for consideration of whether or not a test is medical are almost identical to the those in the May, 1994 policy:

Is it administered by a health care professional or someone trained by a health care professional?

Are the results interpreted by a health care professional or someone trained by a health care professional?

Is it designed to reveal an impairment or physical or mental health?

Is the employer trying to determine the applicant's physical or mental health or impairments?

Is it invasive (for example, does it require the drawing of blood, urine or breath)?

Does it measure an applicant's performance of a task, or does it measure the applicant's physiological responses to performing the task?

Is it normally given in a medical setting (for example, a health care professional's office)?

Is medical equipment used?

The policy notes that "in many cases, a combination of factors will be relevant in figuring out whether a procedure or test is a medical

examination..." but in some cases "...one factor may be enough to determine that a procedure is medical."

Further clarification on psychological tests is offered:

> *Example:* A psychological test is designed to reveal mental illness, but a particular employer says it does not give the test to disclose mental illness (for example, the employer says it uses the test to disclose just tastes and habits). But, the test also is interpreted by a psychologist, and is routinely used in a clinical setting to provide evidence that would lead an applicant to a diagnosis of a mental disorder or impairment (for example, whether an applicant has paranoid tendencies, or is depressed). Under these facts, this test is a medical examination.

May an employer give psychological examinations to applicants?

> Yes, unless the particular examination is medical. This determination would be based on some of the factors listed above, such as the purpose of the test and the intent of the employer in giving the test. Psychological examinations are medical if they provide evidence that would lead to identifying a mental disorder or impairment (for example, those listed in the American Psychiatric Association's most recent *Diagnostic and Statistical Manual of Mental Disorders* (DSM)).

The focus on diagnosis helps to distinguish among personality and psychological tests which might be considered medical under the law and would therefore need to be administered post-offer.

For a copy of the policy, contact EEOC at (202) 663-4900.

Federal Updates

Dianne Brown & Heather Roberts
APA Science Directorate

National Skill Standards Board (NSSB)

Despite dramatic cuts in government spending on labor and educational programs, the National Skill Standards Board, authorized in the Goals 2000 legislation, has survived. Its counterpart in education, the National Education Standards and Improvement Council (NESIC), has been de-authorized. The NSSB is charged with guiding the development of voluntary skill standards for broad occupational areas in industry. In collaboration with industries, the Board will serve as a catalyst in stimulating the development and adoption of skill standards and certification assessments. For those of you who have been following these initiatives, you may recall that Paul Sackett testified before Congress on the National Skill Standards Board.

The Board is currently in the process of identifying occupational clusters representing the areas in which skill standards are being developed by voluntary partnerships with industries. The Department of Labor (DOL) has reported wrapping up experimental efforts to develop industry-based skill standards. The DOL has completed 15 out of 20 standards for non-professional occupations, with 10 of the standards electronically accessible through the Internet. The Department of Education will continue to fund 16 grants to pilot industry-based skill standards for approximately one more year.

Revision of the GATB

The Department of Labor (DOL) has been conducting an extensive research effort to put the finishing touches on the revised General Aptitude Test Battery (GATB). The new paper and pencil version of the GATB is nearing completion, and is reported to have a new "contemporary" look to it. The DOL has developed two new forms of the tests, and has completed an intensive equating study to link both forms back to the "original" GATB Form A. Former GATB test users will notice several changes from the old version, including the elimination of the form matching test and a decreased number of items across all subtests. The reduction of items will greatly reduce the speeded aspect of three of the subtests, and will place more emphasis on the power nature of the subtests. The new version includes subtests in verbal and quantitative aptitude, spatial, form, and clerical perception, and psychomotor aptitude. It is not known at this point when the revised GATB will be implemented in the United States Employment Service.

The Assessment Research and Development Program (ARDP) of the DOL is also developing two forms of a computerized adaptive version of the GATB (CAT-GATB). Six of the 11 GATB tests are being computerized, with the remainder comprised of psychomotor tests that are not readily amenable to computerization at this time. The Assessment Research and Development Program will conduct additional research which includes an equating study to test the reliability and construct validity of the CAT-GATB. Data collection for this study will begin in the near future.

Board of Scientific Affairs Action on Significance Testing

Frank Schmidt

In an article last year in the *American Psychologist*, Jacob Cohen (1994) urged that psychologists completely discontinue the use of statistical significance testing in analyzing research data and instead employ point estimates of population parameters and confidence intervals. In his Division 5 Presidential Address at the 1994 APA convention, Schmidt (in press) reached the same conclusion.

Albert Bartz, a psychologist who has authored several statistical texts, brought this issue to the attention of the APA Board of Scientific Affairs in March of 1995. He proposed that the Board appoint a Task Force to make recommendations as to how to implement the phasing out of statistical significance testing in course texts, journal articles, etc. The Board was provided with copies of the Cohen article, the Schmidt paper, and other materials.

At its November 3-5 meeting the Board took up Dr. Bartz' proposal. Board member Duncan Luce took the lead in laying out this issue for the Board. The Board approved in principle the notion of a Task Force to study this question and make recommendations. The Board also felt that the question was larger than APA; they felt that APS, Division 5, the Society for Mathematical Psychology, and other organizations should be given the opportunity to be involved. They also felt they should at least check out the potential involvement of other disciplines, such as statistics (through the American Statistical Association). The Board plans to bring this question up at a meeting of the Federation of Behavioral and Social Sciences (which includes Anthropology, Sociology, Economics, and other social sciences).

The Board appointed a subcommittee of its members to study this question and make recommendations to be acted on at its March 1996 meeting, specifically:

1. What the plan for the Task Force should be.
2. What the budget for the Task Force should be.
3. Who should be on the Task Force.

The subcommittee will talk to a variety of people outside and inside APA before making its recommendations. The chair of the subcommittee is Duncan Luce.

Suzanne Wandersman, APA staffer to the Board, reported that the Board appeared to be very favorable to the idea of doing away with statistical significance testing. She thinks this effort will go forward and that there will be quite a bit of activity on it in 1996.

References

Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist, 49*, 997 - 1003.

Schmidt, F. L. (in press). Statistical significance testing and cumulative knowledge in psychology. Implications for the training of researchers. *Psychological Methods*.

REPORT OF THE PROFESSIONAL PRACTICE COMMITTEE

Vicki V. Vandaveer, Chair

This new committee, born of the merger of the former Professional Affairs and External Affairs committees, has as its mission to promote the interests of the Society and its members by addressing issues relative to professional practice and by developing relationships with other professional groups, business and government leaders, and the public in general in order to advance the professional practice of I/O psychology.

The committee is now staffed and has developed objectives for 1995-96. The Long Range Planning committee created five subcommittees for Professional Practice to execute its responsibilities. The names of each subcommittee, its chair, and its members are shown below.

PUBLIC AFFAIRS
- Dianne Brown, Chair
- Rodger Ballentine
- Gary Carter
- Larry Fogli
- Walt Freytag
- Rhonda Gutenberg
- Ruth Haas
- Jane Nebelung
- Bonnie Sandman
- Marc Sokol

PROFESSIONAL ASSOCIATION AFFAIRS
- Donna Denning, Chair
- Joan Brannick
- David Brookmire
- Jane Bryan
- Paul Damiano
- Janell Granier
- Edward Hane
- Jo-Ida Hansen
- Amy Prewett
- T. Craig Williams

INTERNATIONAL AFFAIRS
- Richard J. Ritchie, Chair
- Neil Anderson
- Jose Garcia
- William Mobley
- Robert Ramos
- Mike Stevens
- Seth Zimmer
- Liaison, Puerto Rico-Jose Justel

ENVIRONMENTAL SCANNING
- Jim Sharf, Chair
- Gary Carter
- Sarah Henry
- Norman Hertz
- Anna Marie Valerio

ETHICAL AFFAIRS

Walt Tornow, Chair
Dave Bracken
Nita French
Carl Greenberg
Geula Lowenberg
Rodney Lowman
Scott Martin
Lance Seberhagen
Rob Silzer

Each issue of **TIP** will highlight what one or two of the subcommittees is doing. This issue features the International Affairs subcommittee, chaired by Dick Ritchie.

International Affairs Subcommittee - Dick Ritchie, Chair

Did you know that SIOP has about 120 members in 22 countries (including Puerto Rico) outside the United States (okay, its 21 countries if we include Puerto Rico in the United States)? The International Affairs Subcommittee was established "to develop and maintain relationships with international organizations composed of I/O psychologists, and to foster the exchange of knowledge and practice between Society members and I/O psychologists in other nations."

We hope to have a Round Table Discussion at the SIOP Conference in San Diego to encourage relationship building and sharing of knowledge and practice. We are also interested in hearing your ideas about actions the International Affairs Subcommittee can take, or sponsor, to enhance global I/O psychology. For example, should we become brokers for exchange visits for students, faculty, and practitioners?

Please forward any suggestions to: **Dick Ritchie, International Affairs Subcommittee Chair, AT&T, 100 Southgate Parkway, Room 3F09, Morristown, NJ 07960, USA (telephone: (201) 898-8527); e-mail:rjritchie@attmail.com).**

Individual Liability in Discrimination Cases

Kristine M. Kroeker and David W. Arnold, Esq.
Reid Psychological Systems

The issue of whether individual employees can be held personally liable in discrimination cases under the American with Disabilities Act (ADA) was recently addressed by the United States Court of Appeals, Seventh Circuit. The issue of personal liability, one which is not exclusive to the ADA, had been decided differently by various district courts within the Seventh Circuit.

There have also been five other Circuits which have addressed the issue of individual liability under other federal anti-discrimination acts; Title VII of the Civil Rights Act and the Age Discrimination in Employment Act (ADEA). The ADEA and the Civil Rights Act are relevant to this issue because their definitions for the term "employer" closely mirror that of the ADA. Under the ADA, an "Employer" is "a person engaged in industry affecting commerce who has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar years, and any agent of such person." Four of the Circuit Courts have rejected individual liability under these acts and one has recognized it. The Courts rejecting individual liability have generally focused on Congress' intent to limit liability to businesses with 15 or more employees.

In *U.S. Equal Employment Opportunity Commission and Wessel v. AIC Security Investigations, Ltd. and Ruth Vrdolyak*, 55 F.3d 1276 (7th Cir. 1995), the Court held that although the employing entity was liable for discrimination under the ADA, the individual employer (Mrs. Vrdolyak), named as a defendant, was not. This opinion reversed the decision rendered by the lower, district court which had sided with the Equal Employment Opportunity Commission's (EEOC) argument that both parties (AIC Security and Mrs. Vrdolyak) were liable for discrimination under the ADA.

By holding in favor of Mrs. Vrdolyak, the Seventh Circuit noted that, in passing the ADA, Congress obviously wished to protect small entities (i.e., companies with 15 or less employees), which was evident in the Act's limited jurisdiction to companies with 15 or more employees. Such a lower limit existed, the Court stated, because Congress wished to establish, "a balance between the goal of stamping out all discrimination and the goal of protecting small entities from the hardship of litigating discrimination claims." In light of such logic, the Court reasoned that if Congress sought to protect small employers with limited resources from liability, it certainly would have intended to protect individual employees from civil liability under the ADA.

In further support of its holding, the Court also noted that, "The original design of damage awards under the ADA, Title VII and the ADEA buttresses

our conclusion. Until 1991, a successful plaintiff could recover only back pay and equitable relief such as reinstatement." Such remedies are exclusively provided by employing entities — not individual employees.

The court in *Wessel* also reasoned that if individual liability was intended by Congress, they would not have created the system of caps in the Civil Rights Act of 1991 which limits the amount of monetary recovery under the ADA and Title VII by placing caps on the total amount of compensatory and punitive damages. The sliding scale of caps applies the lowest cap to companies with 15-100 employees. Since there are no caps for individuals, the court reasoned that Congress' intentions were clear—individual employees cannot be liable in discrimination cases.

Plaintiffs attempted to argue that since the Civil Rights Act of 1991 allowed for compensatory and punitive damages, Congress must have changed the damage structure to allow for individual liability. However, the Court stated that it was "a long stretch" to assume that Congress "silently" changed its "earlier vision through an amendment to the remedial portions of the statute alone."

The EEOC and plaintiff Wessel also argued that because "employer" is defined to include "a person...and any agent of such person," Mrs. Vrdolyak as president of AIC was an agent and hence, individually liable. In responding to this argument, the Court stated that "Contrary to the EEOC's and Wessel's argument, the actual reason for the 'and any agent' language in the definition of 'employer' was to ensure that courts would impose respondent superior liability upon employers for the acts of their agents."

Finally, the EEOC and Wessel argued that individual liability is essential to prevent supervisors and other company personnel from violating the ADA. In characterizing the plaintiffs' argument as "Chicken Little-esque", the Court noted that companies have adequate incentives to train employees to avoid unlawful actions and appropriately discipline those who do not comply with the law.

The Seventh Circuit relied on several other Circuit opinions in reaching their decision in the Wessel case. Specifically, in, *Grant v. Lone Star Co.*, 21 F.3d 649 (5th Cir. 1994), the Court of Appeals reversed a district court decision which had held a branch manager liable for sexual harassment, not as an employer, but personally because he condoned and encouraged the acts of other workers that contributed to a hostile work environment. In concluding that Title VII does not permit imposition of liability upon individual employees, the Court noted that the Act specifically provides that damages be paid by the "employer, employment agency, or labor organization" responsible for the unlawful employment practice. 42 U.S.C. §2000-5(g)(I).

Consistent with the opinion in *Grant*, the Ninth Circuit Court of Appeals has refused to hold individual employees liable under Title VII and the ADEA. See *Miller v. Maxwell's International Inc.*, 991 F.2d 583 (9th

Cir.1993). In its opinion, the Court reasoned that "If Congress decided to protect small entities with limited resources from liability [Title VII - employers with less than 15 employees, ADEA - employers with less than 20 employees], it is inconceivable that Congress intended to allow civil liability to run against individual employees." See also *Smith v. Lomax*, 45 F.3d 402 (11th Cir. 1995).

The Court in *Miller* also addressed the argument that without individual liability, supervisory personnel would believe that they can violate anti-discrimination statutes with impunity. Specifically, the Court reasoned that an employer which incurs civil damages because of an employee's actions will certainly take appropriate steps to correct such a belief. Also, in *Birbeck v. Marvel Lighting Corp.*, 30 F.3d 507 (4th Cir. 1994), the Fourth Circuit recognized that personal liability under the ADEA "would [inappropriately] place a heavy burden on those who routinely make personnel decisions..."

Although the *Wessel* court did identify one Circuit Court opinion which recognized liability under Title VII, it noted that the basis for liability was merely recognized in passing, and therefore was not considered persuasive. See *Jones v. Continental Corp.*, 789 F.2d 1225 (6th Cir. 1986).

In conclusion, five Circuits have extensively considered the issue of individual liability and concluded that federal anti-discrimination statutes do not permit the imposition of such liability. In contrast, only one Circuit has held in favor of individual liability and it did so in dealing with a minor and collateral issue. In light thereof, there is apparently strong precedent that employees are shielded from personal liability under the ADA, ADEA and Civil Rights Act.

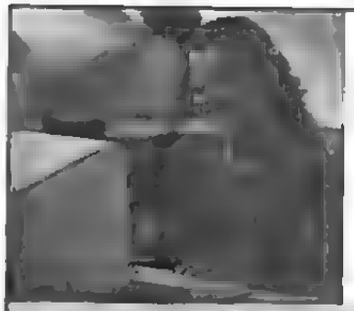
Upcoming Conferences and Meetings

This list was prepared by **David Pollack**. If you would like to submit additional entries, please write **David Pollack** at the **U.S. Immigration and Naturalization Service, 425 I Street, NW, Room 2038, Washington, DC 20536, (or call (202) 305-0081, or FAX entries to (202) 514-4200).**

1996

March 20-21	Annual meeting of Southeastern Industrial/Organizational Psychological Association, Norfolk, VA. Contact: Rosemary H. Lowe, University of West Florida, (904) 474-2366, or Mike Hein, Middle Tennessee State University, (615) 898-2127.
March 22-24	Seventeenth Annual Industrial-Organizational/Organizational Behavior Graduate Student Conference. Theme: Blending Academic and Applied Perspectives: Practicing Science and the Science of Practice. Toledo, OH. Contact: Anita Cowley, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403-0228. E-mail: acowley@bgnet.bgsu.edu. listserver: listproc@listproc.bgsu.edu (in body of message type: subscribe 1996ioob {your name}). WWW: http://www.bgsu.edu/~oconnor/1996ioob.html.
April 8-12	Annual Convention, American Educational Research Association. New York, NY. Contact: AERA, (202) 223-9485.
April 9-11	Annual Convention, National Council on Measurement in Education. New York, NY. Contact: NCME, (202) 223-9318.
April 25-28	Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (708) 640-0068.
May 14-17	24th International Congress on the Assessment Center Method. Washington, DC. Contact: DDI, (412) 257-3952.

May 21-24	First International Conference on Applied Ergonomics (ICAE). Istanbul, Turkey. Contact: ICAE Secretariat, Fax: +90-212-240-7260, Bitnet: isozok@tritu.bitnet.
June 2-6	Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100.
June 23-26	Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440.
June 23-27	Annual Conference of the International Personnel Management Association Assessment Council. Boston, MA. Contact: IPMA, (703) 549-7100.
June 29-July 2	Annual Convention of the American Psychological Society San Francisco, CA. Contact: APS, (202) 783-2077.
June 29-July 3	Annual Conference of the American Society for Public Administration. Austin, TX. Contact: ASPA, (202) 393-7878.
Aug 4-8	Annual Convention of the American Statistical Association. Chicago, IL. Contact: ASA, (703) 684-1221.
Aug 9-13	Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA, (202) 336-6020.
Aug 11-14	Annual Meeting, Academy of Management. Cincinnati, OH. Contact: Academy of Management, (914) 923-2607.
Sept 2-6	Annual Conference of the Human Factors and Ergonomics Society. Philadelphia, PA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.
October 4-5	First Biannual Biodata Conference: Theoretical Issues and Developments in Biodata Research and Practice. Athens, GA. Contact: Dr. Garnett Stokes, Applied Psychology Program Chair, Department of Psychology, University of Georgia, (706) 542-2174.
Oct 29-Nov 2	16th O.D. World Congress. Cairo, Egypt. Contact: Organizational Development Institute, (216) 461-4333.
Nov 6-9	Annual Convention of the American Evaluation Association. Atlanta, GA. Contact: AEA, (804) 225-2085.



Your Customer Service Representative.

Often the first person your customer talks to. Maybe the *only* one!

How can you be sure you hire the best people for this important job?

Give 'em the job for an hour or two...

Using the AccuRater®

SERVICE REPRESENTATIVE JOB SIMULATION!

That's right. Sit the candidate down and let them do the job.

Service Representative Job Simulation is more than some simple typing test. AccuRater provides an actual work sample of the Service Representative job —from customer calls, to data base look-up, to on-screen data entry.

Lots of people can type. But you need to know more.

Listening • Memory • Keyboarding • Spelling • Problem solving • Math • Reading • Speed • Accuracy . . . the skills that are tested; the skills your Customer Service Representatives need.

Of course, our voice-interactive, multimedia presentation uses CD-ROM technology.

What's more, when the candidate completes the test, you'll know if they're right for the job. And the candidate will know, too!

Oh, you can give a typing test if you want to. Or you can . . .

Be sure you hire the best people!

Use *AccuRater's*

SERVICE REPRESENTATIVE JOB SIMULATION

Use the best — Select the best!

P.O. Box 5116 • Syracuse, NY 13220

1-800-521-6833

AccuRater INC. SINCE 1985

TAXONOMIES OF HUMAN PERFORMANCE

The Description of Human Tasks

by

Edwin A. Fleishman
Marilyn K. Quaintance

This book reviews recent efforts to deal with taxonomic issues in the behavioral sciences. Partly for this work, the American Psychological Association presented Dr. Fleishman with the Distinguished Scientific Award for the Applications of Psychology.

INTERNATIONAL PERSONNEL MANAGEMENT ASSOCIATION ASSESSMENT COUNCIL NEWS

" . . . A monumental approach in organizing and conceptualizing studies of human task performance from diverse fields. . . A must book for the reading shelf in the personnel assessment library. . . . An enlightening and cogent discussion of approaches to task definition and task determinations in relation to jobs."

CONTEMPORARY PSYCHOLOGY

" . . . A major contribution to the human performance literature. . . Fleishman and Quaintance remind us that the science of taxonomy offers the possibility of transforming some of the art of research into science."

HUMAN FACTORS SOCIETY BULLETIN

" . . . This book is a clear, scholarly analysis of taxonomies from many diverse areas and is an important approach to an enduring problem in psychology. . . . presents a number of systems that may be immediately applied. The material has considerable relevance for human performance research, and should also prove valuable to human factors specialists interested in developing a theoretical basis for design decisions."

JOURNAL OF OCCUPATIONAL PSYCHOLOGY

" . . . The text is particularly impressive as it combines a historical review and a theoretical exposition of psychological taxonomies.. . . . As an introduction to the classification processes underlying so much psychological research, it is to be welcomed."

JOURNAL OF CLASSIFICATION

" Improving the quality and efficiency of human performance is perhaps the most serious challenge faced by today's business world. Edwin Fleishman has certainly been one of the pioneers in this area. Fleishman's research, especially his work on taxonomy of human performance, has contributed a great deal to our understanding of specific skills, abilities and knowledge required for various classes of human tasks."

" . . . An excellent job in writing a comprehensive book on . . . skills and abilities and personnel resources like selection and training. . . bringing together for the first time the most significant findings in human performance taxonomy."

Coming soon in paperback, *Taxonomies of Human Performance*, is priced at $39.95. To order please contact:

Management Research Institute, Inc.
1300 Piccard Drive, Suite 108
Rockville, Maryland 20850
Fax (301) 527-9509
(301) 527-9510

Positions Available

INDUSTRIAL/ORGANIZATIONAL: The Department of Psychology at Wright State University invites applications for a tenure-track position at the level of assistant or possibly associate professor to begin in September 1996. The Department has a strong commitment to excellence in research and teaching, a strong undergraduate program, and a growing doctoral program in Industrial/Organizational and Human Factors. Applicants should have a Ph.D. by the starting date, a productive research program, and a commitment to teaching. Preference will be given to applicants with interests in assessment, performance appraisal, job analysis, and teaching quantitative methods at the graduate level. A curriculum vitae and three letters of recommendation should be sent to: **Chair, Industrial/Organizational Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435.** Formal review will begin February 1, 1996, but new applications will be fully reviewed until the position is filled. Wright State is an Equal Opportunity/Affirmative Action employer.

I/O EXTERNSHIP: The Vandaveer Group, Inc., an emerging premier human resources and management consulting firm headquartered in Houston, Texas, is offering a one year, full-time consulting opportunity for a "high potential" Ph.D. in I/O psychology or related area. Designed to offer rich practical experience and professional development of the extern, this position can serve as the one year's post-doctoral supervised experience requirement for licensure.

Qualified candidates will have completed all requirements for their Ph.D., and will have exceptional analytical (quantitative *and* qualitative), conceptual and innovative thinking, listening, and communication skills; initiative; track record for getting things done with high quality and timeliness; flexibility; and high "social intelligence."

Preference will be given to those with broad exposure to psychology and business literatures; and a science-practice orientation, grounded in solid practical thinking. Previous internship or business experience is desirable.

To apply, please send a cover letter, resume or vita, and the names and telephone numbers of three references (academic faculty and/or internship supervisor(s)) to: **The Vandaveer Group, Inc., 520 Post Oak Blvd., Suite**

260, Houston, TX 77027. The Vandaveer Group is an equal opportunity employer.

Deadlines: March 15 (for June start); June 15 (for September start).

ASSOCIATE CONSULTANT TO MANAGEMENT: The Vandaveer Group, Inc., an emerging premier resources and management consulting firm headquartered in Houston, TX, is in search of an exceptional individual for an Associate Consultant position in either the Houston, TX, or the Raleigh, NC, office. Qualified candidates will have a Ph.D. in I/O (or related area), clinical, or counseling psychology, and two or more years of relevant experience. Responsibilities will include participation in a wide variety of consulting projects and services related to Leader and Organization Development, Executive Assessment and Coaching, Leader Succession Planning, Process Redesign and Improvement, Performance Measurement and Enhancement, Employee Selection and Staffing, and Process Consultation and Conflict Resolution. Duties will include participation in project design and planning; data collection and analysis (quantitative and qualitative); assistance in the preparation of proposals, presentations, and reports; design and development of processes, tools, tests, and individual and team development workshops; and training for conducting individual assessments and coaching, and for process consultation.

We are looking for someone with exceptional cognitive abilities, including conceptualization and innovative thinking, as well as strong analytical skills; excellent oral and written communication skills; superior listening skills; high energy; flexibility; initiative; responsiveness to client needs; strong practical orientation grounded in solid knowledge of theory and methods; a high degree of "social intelligence," and strong orientation to getting things done. Fluency in a second or multiple language(s) will be a plus. The successful candidate will be licensable as a psychologist.

The Vandaveer Group offers competitive compensation and tremendous opportunity for professional growth and development. We are an equal opportunity employer. To apply, please send a cover letter, resume, and the names and telephone numbers of three academic and/or business references to: **The Vandaveer Group, Inc.; 520 Post Oak Blvd., Suite 260; Houston, TX 77027.**

INDUSTRIAL-ORGANIZATIONAL PH.D. PSYCHOLOGIST. The Psychology Department at Wayne State University is seeking candidates for a tenured or tenure track appointment beginning August, 1996. Rank and salary are open. Applicants are expected to be actively involved in research in an area of industrial-organizational psychology. Individuals with a strong quantitative background are particularly encouraged to apply. The person

selected is expected to play a significant role in our Ph.D. program in Industrial-Organizational Psychology. We will accept applications until the position is filled; however, interested individuals are encouraged to apply as soon as possible. Send letter of application with statement of teaching and research interests, vita, three letters of reference and reprints/preprints to **Chair, Industrial-Organizational Search, Department of Psychology, Wayne State University, 71 W. Warren, Detroit, MI 48202.** Equal Opportunity/Affirmative Action Employer.

ASSISTANT PROFESSOR: Industrial-Organizational Psychology; Department of Psychology, Saginaw Valley State University invites applications for a tenure-track faculty position to teach Industrial-organizational psychology. The successful candidate will have a strong research background, with the capability of teaching such courses as General, Statistics, Experimental Design and Tests and Measurements in addition to major interest. Some teaching experience is essential. All areas within Industrial-Organizational Psychology are invited. Candidates must possess a Ph.D. by Fall, 1996. Candidates should be interested in involving undergraduate students in applied research. Send vita, at least three letters of recommendation, and transcripts of graduate and undergraduate work to: **Mr. Larry Fitzpatrick, Personnel Director, Saginaw Valley State University, University Center, MI 48710.** Consideration of applications will begin immediately. Applications will be accepted until the position is filled. AA/EOE.

Western Business School, The University of Western Ontario: Position in **ORGANIZATIONAL BEHAVIOUR/HUMAN RESOURCE MANAGEMENT.**

Western Business School is Canada's premier business school, recognized worldwide for the quality of its management education. The School seeks candidates for a probationary tenure track position in the area of Organizational Behavior, with an emphasis on human resources management and labour relations. The position requires that the candidate have a Ph.D. or DBA, completed or near completion. The successful candidate will teach in the degree-granting programs, be engaged in a significant research and publications activity, and be encouraged to participate in executive education opportunities.

The case method is used extensively; however, different methods and pedagogical innovations are encouraged. Excellence is classroom teaching and course development is highly valued. The School supports faculty research dealing with issues of significant relevance to practicing managers. An interest and ability in international business are encouraged.

This position is subject to budget approval. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and Permanent Residents of Canada. Applicants for this position should send their Curriculum Vitae to **Professor M. Rothstein, Western Business School, The University of Western Ontario, London, CANADA N6A 3K7. Phone 519-661-3298 FAX: 519-661-3485 E-mail. mrothste@novell.business.uwo.ca.**

SENIOR CONSULTANT OR PROJECT MANAGER: HRStrategies is an internationally known HR consulting firm that specializes in designing and implementing creative solutions to organizations' human resource and organizational transition needs. Our staff of over 500 includes 60 plus I/O psychologists and offers top-notch service to some of the most recognized and innovative organizations in the world. Our offices are located across the U.S. in Detroit, Houston, Los Angeles, New York, Pittsburgh, St. Louis, and Washington, D.C. International offices are located in Vilnius, Lithuania and Moscow.

Due to our rapid growth, we are almost continually in search of exceptional candidates who can become valuable contributors to our team. Project work includes the construction and implementation of selection and assessment systems, performance appraisal systems, career development programs, opinion surveys, and organizational change consulting.

We seek experienced I/O psychologists with a proven track record of superior project management, statistical, presentation, and oral and written communication skills. Send a resume outlining related project experience to: **Jennifer K. Burns, Human Resources Manager, HRStrategies, Inc., P.O. Box 36778, Grosse Pointe, MI 48236.**

HRStrategies is an Equal Opportunity Employer.

MANAGEMENT CONSULTANT: We have an opportunity for a consultant to provide our clients with a broad range of services, including psychological assessments, executive coaching and development, team building and facilitation, survey design and implementation, and leadership training. Qualified candidates will have a Ph.D. in I/O or Social Psychology and skills in assessment and test interpretation; interviewing, coaching and counseling; excellent written and verbal communication skills; client management and business development ability; plus motivation and initiative.

Gehlhausen, Ruda & Associates is a communications and management consulting firm based in Chicago, IL. We work throughout the United States and internationally with small organizations, middle market, and Fortune 500 companies in such diverse areas as finance, marketing, manufacturing, engineering, and professional services. We take pride in providing responsive, practical help to organizations in the selection, training, and developmental needs of their people.

To apply for this opportunity, please send a cover letter and resume to: **Search Committee, Gehlhausen Ruda & Associates, 303 W Madison, Suite 650, Chicago, IL 60606.**

EXECUTIVE TRAINING: LIMRA International has two positions available in our executive training area. One is for the Managing Director and the other is a consultant position. These positions are responsible for creating, marketing and delivering specialized development programs to high level executives within our member companies.

Both positions require an advanced degree in organizational psychology or related fields (Ph.D. preferred), experience in program design, an ability to coordinate vendors, marketing skills, the ability to create and deliver special programs, teaching/group facilitation skills, consulting experience and/or H.R. experience, and technology competence (working with simulations, financial analysis, etc.). Financial expertise (working with actuarial, CFO or investment executives) is desirable.

In addition, the Managing Director position has overall LIMRA Leadership Institute responsibilities and requires proven management skills in a business setting, experience in implementing strategy and maintaining budgets, and the ability to provide the leadership required to make this area grow.

These positions require significant travel (15-20 weeks per year), some on weekends and possibly some international. We offer a competitive salary and a full range of benefits. Interested candidates should submit vitae, with SALARY REQUIREMENTS and cover letter to: **Human Resources, LIMRA International, P.O. Box 208, Hartford, CT 06141.** An Equal Opportunity Employer/M/F/H/V.

BELLSOUTH CORPORATION, a leader in the field of communications, announces an immediate opening for an industrial/organizational psychologist at its Leadership Development Center, a department of corporate Human Resources in Atlanta, Georgia.

The position includes responsibility for a variety of human resources functions relating to leadership development and succession planning, assessment center design, research and administration, and individual

assessments. The position provides an opportunity to work at the corporate level, interacting with all levels of management in a variety of projects and initiatives with particular emphasis on developing corporate leaders.

Qualified applicants should possess a doctoral degree in industrial and organizational (I/O) psychology or related field and have at least 5 years of relevant applied work experience. Preference will be given to candidates with specific career experience in assessment centers, career development and planning, psychological assessments, executive feedback and coaching, and HR project management. Candidates must be independent contributors who demonstrate proficiency in interpersonal skills, communication and presentation skills, project management and innovative thinking.

The position offers a highly competitive starting compensation package with salary and benefits commensurate with experience and qualifications.

Interested applicants should send or fax a copy of their resume and/or vita to: **Rosemary Slider, Director-Leadership Development, 2200 Century Parkway, Suite 100, Atlanta, GA 30345. FAX: 404.325.3207, or e-mail to: Steilberg.Chris@bsc.bls.com.** No phone calls, please.

I/O INTERNSHIP: Jeanneret & Associates is currently accepting applications for a pre-doctoral internship. The position offers an opportunity to conduct applied research in areas related to selection and other human resource management programs (i.e., test development, validation, performance appraisal, 360 degree surveys, job evaluation, etc.). The internship is a full-time position and lasts nine to twelve months. The position is located in Houston, Texas.

Qualified applicants should be advanced doctoral candidates (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Candidates should possess strong research, analytical, written, and interpersonal communication skills. Preference will be given to individuals with previous experience in test development and validation research, and/or complex data analysis and interpretation. Experience in SPSS is desired. Jeanneret & Associates is an equal opportunity employer.

Interested applicants should send a cover letter, resume, and letter of recommendation from member of graduate faculty to: **John R. Leonard, Jeanneret & Associates, Inc., 3223 Smith Street, Suite 212, Houston, TX 77006.**

DEPAUL UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, ASSISTANT PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. One-year, potentially tenure track, position beginning Fall 1996, pending budgetary approval. Ph.D. required. Applicants should have an

emphasis in Organizational Psychology. DePaul offers a Ph.D. in I/O Psychology and an I/O undergraduate concentration. Opportunities exist to develop contacts with organizations for research and consulting. *Responsibilities include:* Teaching graduate courses in Leadership, Organization Theory and Design, Organizational Development/Consultation, undergraduate courses in I/O Psychology, maintaining an active research program, and supervising graduate student research. Send curriculum vitae, three letters of reference, copies of recent publications and manuscripts, and a statement of research and teaching interests to **I/O Search Committee, Department of Psychology, DePaul University, 2219 N. Kenmore Avenue, Chicago, IL 60614.** Review of applicants will begin January 15, 1996 and continue until position is filled.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO invites applicants for a tenure track, ass't/assoc. professor position in industrial/organizational psychology. Subject to funding, position effective Fall '96. Applicants must have Ph.D. (or ABD) in I/O psychology from a regionally accredited university; knowledge of multivariate research methods, experimental and quasi-experimental designs; broad knowledge of and research experience in I/O psychology. Responsibilities of the successful candidate include teaching undergraduate and graduate courses in I/O psychology, e.g., organizational psychology, personnel psychology, current literature, and specialized seminars; teaching introductory psychology; supervising student interns and research; and conducting I/O research. Current (1990-96) academic (including teaching) and/or applied experience preferred. Salary range: $34,236 to $45,216. Actual starting salary commensurate with rank and experience. Submit cover letter, vita, names and phone numbers of three references *(no letters of recommendation please)*, graduate transcripts, and evidence of teaching, research, and consulting/field experience to: **Arnold Golub, Chair, Search Committee, Psychology Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6007** postmarked by February 9, 1996, to insure consideration. Position open until filled. AA/EEO employer.

ASSISTANT PROFESSOR, San Jose State University The Department of Psychology seeks applicants for a tenure-track position in I/O Psychology to begin Fall, 1996. The qualified applicant possesses a Ph.D. in I/O Psychology (or will complete it before the Fall 1996 semester). Expertise in one or more of the following areas is desired; organizational behavior, personnel psychology, personality assessment in organizational development, leadership, motivation, team building, total quality management. Strong

statistical and methodological skills and evidence of teaching experience are essential; previous consulting experience within organizations and experience in advising undergraduate and graduate students is desired. The person will teach and develop undergraduate and graduate student courses in his or her areas of expertise, develop internship opportunities within organizations and supervise students within these internships, serve as member of graduate thesis committees; and devise undergraduate and graduate students.

The Department has approximately 27 full-time faculty and offers BA, MA and MS degrees. San Jose State University is located on the southern end of San Francisco Bay in downtown San Jose (pop. 800,000), hub of the world famous Silicon Valley high-technology research and development center. As such, many opportunities exist for conducting applied research and developing consulting relationships. Many of California's most popular natural, recreational, and cultural attractions are conveniently close. The University is committed to increasing the diversity of its faculty so its disciplines, students and the community can benefit from multiple ethnic and gender perspectives.

The position will remain open until filled, but the selection process begins February 1, 1996. Send application letter, vita, and three letters of recommendation to: **Robert G. Cooper, Ph.D., Recruitment Committee Chair, Department of Psychology, Dudley Moorhead Hall, Room 157, San Jose State University, San Jose, CA 95192-0120.** SJSU is an Equal Opportunity/Affirmative Action/Title IX Employer and has a strong commitment to diversity. We wish to encourage APPLICATIONS from a broad spectrum of candidates, including women, members of ethnic minorities, and people with disabilities.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. The Psychology Department of the University of Central Florida is seeking candidates for a tenure-track position at the Assistant Professor rank to support our master's level industrial-organizational psychology program.

The *University of Central Florida*, located in Orlando, is a research and teaching-oriented institution with more than 26,000 students. The Psychology Department has 25 full-time faculty, over 1,200 undergraduate majors, two master's level programs (clinical & industrial), a Ph.D. program in human factors psychology, and two nationally ranked research centers (Team Performance and the Center for Applied Human Factors in Aviation).

Applicants must possess a Ph.D. in I/O or Human Factors psychology, expertise in one or more of the traditional areas of I/O psychology, a demonstrated ability to engage in research activities and to teach at the undergraduate and graduate levels.

The starting date is August, 1996, and the major *job duties* will include teaching graduate and undergraduate course in I/O and/or human factors

psychology, supervising graduate student's theses, and supporting the research efforts of the department through individual or collaborative efforts. Salary is competitive and commensurate with qualifications and experience.

Deadline for receipt of applications is February 15, 1995. Please send a letter of application with a statement of teaching and research interests, vita, three letters of reference, and reprints/preprints of other reports to: **Dr. Wayne Burroughs, Chair Search Committee, Psychology Department, University of Central Florida, Orlando, Florida 32816.** The University of Central Florida is an Equal Opportunity/Affirmative Action/Equal Access Employer. Women and minorities are strongly encouraged to apply. Applicants who need a reasonable accommodation because of a disability in order to participate in the application/selection process, should notify Dr. Burroughs in advance of a visit.

INDUSTRIAL OR APPLIED EXPERIMENTAL PSYCHOLOGIST. The Human Resources Research Organization (HumRRO) is seeking an experienced, multitalented individual for human performance research and development team. Doctorate can be in industrial/organizational psychology, applied experimental psychology or EdD or related field. Work may include all aspects of training design, development and evaluation, including: job task analysis, including cognitive analysis of skill hierarchies person and organizational analysis, including analysis of individual differences, curriculum development, instructional delivery design and development, development of knowledge and performance tests, including standard setting, formative and summative evaluation. Excellent writing, data analysis, research and analytic skills are essential. Good interpersonal skills are needed for successful interactions with clients. Proven record of completing high quality research projects on time needed. Must have at least five years of experience. Experience with computer based delivery systems helpful. Please send resume to **HumRRO, Attn: R. Gene Hoffman, P.O. Box 936, Fort Knox, KY 40121.** HumRRO is an Equal Opportunity Employer.

INDUSTRIAL PSYCHOLOGY INTERNSHIP: Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and last from 6 to 12 months. All positions are located in Arlington, VA.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection

systems throughout the Corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess a Master's degree in I/O psychology or be ABD. Strong research, statistical, interpersonal, and written and oral communication skills are critical. Experience with SPSS/PC is desirable.

Interested applicants should send a resume, graduate transcript, writing sample, and desired start date to: **Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington, VA 22201.**

THE GEORGE WASHINGTON UNIVERSITY, FACULTY POSITION IN ORGANIZATIONAL PSYCHOLOGY AND ORGANIZATIONAL BEHAVIOR/MANAGEMENT. The Columbian School of Arts and Sciences invites applications for an academic position in the Administrative Sciences Program in organizational psychology (I/O).

Responsibilities will include: teaching graduates I/O and Organizational Behavior courses, research; advising students in a unique MA program; and participating in academic activities of the University.

Qualifications: Ph.D. in I/O Psychology, Organizational Behavior or closely related field; university-level teaching experience and continuing involvement in a research program, including publications. The position emphasizes teaching and research in quantitative and methodological techniques, or human resources management theory and applications. Experience in teaching or consulting for an organization is desirable.

Terms. This fiscal-year position, beginning July 1996, is for a three-year period that is renewable and is non-tenure accruing. Rank (Assistant/Associate Professor) and salary depend on qualifications and experience. Review of applications will begin on January 15, 1996 will and continue until the position is filled. Send letter of application, vita, and three current letters of recommendation to: **Professor Joseph Zeidner, Director; Administrative Sciences Program; Columbian School of Arts and Sciences; THE GEORGE WASHINGTON UNIVERSITY; 2136 Pennsylvania Avenue NW, Suite 301; Washington, DC 20052.**

The George Washington University is an Affirmative Action/Equal Opportunity Employer.

THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF WISCONSIN OSHKOSH seeks applicants for a tenure-track assistant professor position beginning September 1, 1996. A Ph.D. in Industrial/Organizational Psychology (or September 1, 1996 completion date), teaching

experience, record of research and scholarship required. Candidates with experience directing applied professional setting I/O projects and strong interest in undergraduate and graduate education and research preferred. Responsible for teaching master's level degree courses with an Industrial/Organizational Psychology emphasis. Courses may include Psychological Group Testing, Training and Organizational Development, Personnel Psychology, Applied Organizational Research and Organizational Psychology. Practicum and Thesis supervision and assisting in development of the I/O Psychology emphasis required. Undergraduate instruction, student advising, service on committees, strong program of research, and proposals for external funding of research expected. Send letter of application, resume, three current letters of recommendation and official transcripts to: **Paul Ansfield, Chair, Psychology Department, University of Wisconsin Oshkosh, Oshkosh, WI 54901** by February 15, 1996. The University of Wisconsin Oshkosh is an AA/EOE.

THE UNIVERSITY OF TENNESSEE, KNOXVILLE, Assistant/Associate Professor of Management. Assume an immediate and active role in the behavioral programs in the department, especially the intercollegiate graduate program in Industrial/Organizational Psychology. Qualifications include an earned doctorate in Industrial/Organizational Psychology or closely allied field with a record of scholarly activity, including externally funded research commensurate with level of appointment. Applicants send curriculum vita and references to: **Dr. Oscar S. Fowler, Head, Department of Management, 408 SMC, The University of Tennessee, Knoxville, TN 37996-0545.** UTK is an EEO/AA Title IX/Section 504/ADA Employer.

HUMAN RESOURCE DEVELOPMENT CONSULTANT. Ryder System, Inc. a Fortune 250 company that provides "logistics solutions for transportation needs around the corner or around the world" is seeking a Human Resource Development Consultant based at our Corporate offices in Miami.

Human Resource Development is a new department that works in partnership with all business divisions to build Ryder's core competencies and success factors. We accomplish this through bench strength development, work team effectiveness and business process facilitation; enhancing our employees as competitive differentiators.

We are currently seeking two (2) consultants who will work with Division and Corporate Management to:

- Develop managerial skill assessment processes at the executive, managerial and supervisory levels

- Design and facilitate individual and group behavioral development programs
- Develop team transformation interventions and team leadership programs
- Create change management initiatives
- Utilize their experience in needs analysis, facilitation communication, problem-solving, conflict management, leadership and team building
- Recommend innovative actions designed to impact business results to senior executives

Travel varies but could be as high as 40% monthly.

Qualifications include a minimum of seven years of OD, OB, management development, leadership development, change management and training experience. Consultation experience (either internal or external) at the senior management level is required. Excellent intervention, facilitation, problem analysis, and representation skills is required. Undergraduate degree required with major in Business or Human Resources preferred. Masters degree in Human Resources, OD/OB, I/O, MBA, or related discipline is required.

Salary range is $60's - 70's plus potential bonus.

Send letter of interest with salary history and resume to: **Jean Wallace, Director, Human Resource Development, Human Resource Development Consultant Position, Ryder System, Inc., 3600 NW 82 Avenue, 1-B, Miami, Florida 33166.** Or fax same information to: **(305) 593-4323.**

EMPLOYEE SELECTION INTERNSHIP OPPORTUNITIES. GTE Telephone Operations is seeking candidates for two Employee Selection internships positions to be located at GTE Telephone Operations Headquarters in Irving, TX and/or GTE Data Services in Tampa, FL. These positions will provide the opportunity to gain experience in a large organization and to become an active participant in a human resources team. The intern will assist test development professionals in planning and carrying out content and/or criterion related test development and validation projects, writing technical reports, and participating in other related projects.

Candidates should be advanced Ph.D. students in I/O psychology (3rd or 4th year) or have a Masters degree in I/O psychology. Training or experience in job analysis and employment test development and validation (e.g., structured interviews, competency tests, skills test, etc.) is required, including knowledge of current legal issues in employment testing. A solid background in psychometrics and related statistical techniques is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts, have solid organizational skills, and have strong interpersonal and communication skills.

These internships are full-time positions starting July 1996 with a duration of 6 months. Deadline for applications is April 1st. Interested individuals are invited to submit a resume, internship location preference, references, and a copy of graduate transcripts to: **Alberto J. Galue, Ph.D., GTE Telephone Operations, 700 Hidden Ridge, HQW01J38, Irving, TX 75038.**

PERSONNEL DECISIONS, INC. (PDI,) a premier human resources and management consulting firm, is looking to attract the best! Due to our ongoing growth and success, we now have more than 200 consulting psychologists, and offices in Minneapolis, Boston, Brussels, Chicago, Dallas, Denver, Detroit, Houston, London, New York, Paris, San Francisco, Singapore, Stockholm, Tampa, Tokyo, and Washington, D.C. We are a highly professional team, on the leading edge of our profession, focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sectors; our clients range from Fortune 100 companies to small family businesses, in virtually all industry groups. We are interested in applicants who can meet the following descriptions:

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGIST/SAN FRANCISCO—Our new office in the Bay area is seeking an experienced I/O psychologist. The individual will provide consulting services in the areas of individual assessment, coaching for managers and executives, and assessment/development centers. Successful candidates will have excellent interpersonal skills, business development and client management expertise, project management skills, and at least 3-5 years of applied experience, in a business or consulting environment, related to assessment and test interpretation, executive and managerial coaching, and selection systems. A graduate degree is required; a Ph.D. is preferred.

CONSULTANTS AND SENIOR CONSULTANTS—We have, or will soon have, opportunities at most of our geographic locations for consultants to provide our clients with a broad range of services, including selection systems, psychological assessments, executive coaching, team building, and participation in management development programs. Qualified candidates will have a M.A. or Ph.D. in counseling, clinical or I/O psychology, with two to five years experience in an applied business setting; skills in assessment and test interpretation, counseling, coaching, and interviewing; excellent written and verbal communication skills; business development and client management capabilities; plus motivation and initiative.

PDI offers a competitive compensation package, relocation assistance, tremendous growth opportunities, and exciting work with leading global organizations.

To apply for these or future opportunities, please send a cover letter, resume, and geographic preference to: **Joanne Pfau, Vice President of Human Resources, Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402.**

PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

I/O PSYCHOLOGY INTERNS. Ford Motor Company is accepting applications for pre-doctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects most of which are international in scope. Projects include selection research, employee surveys, and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in an area such as selection, construction of tests/surveys, statistical analysis and organizational/team development interventions. Familiarity with SPSS is preferred but not required. Foreign language skills, such as German, Spanish, or French are not required but would be a definite plus. Ford is an Equal Opportunity Employer committed to a culturally diverse workforce.

Please submit a cover letter and resume to: **Rick Smith, Ph.D., Ford Motor Company, Organizational Psychology & Development, World Headquarters - Room 307, Dearborn, MI 48121-1899. FAX: 313-845-5765.**

CALLS & ANNOUNCEMENTS

Call for Papers: The Walter F. Ulmer, Jr. Applied Research Award

The Center for Creative Leadership is sponsoring this award to stimulate outstanding field research and its creative application to the practice of leadership. The award is named in honor of Walter F. Ulmer, Jr., retired President and CEO, Center for Creative Leadership. First prize will include $1,500 and a trip to the Center to present research in a colloquium. The Center also will provide editorial assistance for finding appropriate publication outlets. Additionally, a prize of $750 will be awarded for a paper judged as deserving honorable mention status.

Research Requirements

1. The study must be in the domain of leadership and should be innovative in its approach to the problem addressed by the study.
2. The research must be the author's own original work, must have been conducted in the last two years, and not have been previously published.
3. The study must have led to an attempted "solution" of specific problems in an organizational system.
4. Methodologies considered will include action research and case/field studies. Action research includes data gathering within an organizational system, hypothesis forming and testing, an attempt to change the system, and feedback to the system. Case/field study research will also be considered.
5. Only one submission per project or person will be accepted.

Judging Criteria

1. Appropriateness of topic (fit with research award focus; relevance to needs faced by practitioners.)
2. Quality of research (consideration of relevant literature; soundness of method and analysis; innovativeness of research.)
3. Application value (clarity and significance of research application and conclusions; implications to practice in terms of "So what?", and "Who cares?".)

Paper Guidelines

1. Papers should be prepared according to the current Publication Manual of the APA and should not exceed 30 typed, doubled spaced pages (including title page, abstract, tables, notes and references). Four copies should be submitted.
2. Papers should include: summary of the problem addressed by the study; summary of the relevant literature; synopsis of the methodology used and the findings; summary of how the study was used to solve a problem or intervene in a system; and, importantly, statement of implications for research and practice.
3. A signed letter should accompany submission, stating that the paper meets the research requirements.

Submission

Entries should be submitted to: **Dr. David Noer, Vice President, Training and Education or Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300.** Entries must be received by March 31, 1996. The winning papers will be announced by May 31, 1996.

CALL FOR PAPERS
First Biannual Biodata Conference

Amended Announcement: Please note change of date.

Meeting Announcement: The First Biannual Biodata Conference, sponsored by the Applied Psychology Student Association (APSA), will be held at the University of Georgia, Athens, GA, on **October 4-5, 1996.** This conference is intended to expand the scientific and practical understanding of biodata. Both regular and special sessions will be held during the two-day conference. Registration provides the opportunity to attend sessions scheduled for both days, as well as special events sponsored by APSA and scheduled to coincide with the conference. The emphasis for this conference is on theoretical issues and developments in biodata research and practice.

Call for Papers: Biographical information (Biodata) has long been considered one of the best predictors of job performance other than cognitive ability tests. One limitation of biodata is the lack of theory for explaining biodata's effectiveness. This limitation has legal, practical, and scientific implications. The purpose of the Biodata Conference is to encourage theoretical development in biodata research and to enhance the practical utility of biodata for organizations. Detailed abstracts and proposals for symposia or other sessions are invited in all areas of biodata research. Papers that advance the development of the theoretical foundations of biodata or demonstrate

linkages between theoretical developments and practical concerns are strongly encouraged. All paper and poster submissions will be *blind refereed* and those accepted will be published in the conference proceedings. Papers authored by graduate students will be incorporated into regular presentation sessions during the conference. Special sessions have been established for papers authored by undergrāduate students. Abstracts should be of sufficient detail to clearly indicate the objective and the importance of the research. An abstract of a minimum of five (5) pages is required for review purposes. By submitting an abstract or manuscript, the author(s) certifies that it is not copyrighted, previously published, presented, accepted, or currently under review for presentation at another professional meeting. Submission of a paper implies that an author will register for the conference, attend the conference, and personally present the paper, if accepted. In addition, submission of a paper grants permission to audiotape and/or videotape the presentation, if the paper is accepted for other then a poster session.

Paper Awards: Awards will be given for the Outstanding Conference Paper, the Outstanding Paper authored by a graduate student, and the Outstanding Paper authored by an undergraduate student. Papers submitted for the Student Papers Track must be authored by students only, and the authors must identify themselves as students.

Instructions for Contributors: Contributors should mail their submissions to either of the Co-Chairs at the above addresses. Electronic submissions will not be accepted. **All submissions must be received by May 15, 1996.** Contributors are encouraged to submit their work early. Accepted papers in final form, ready for the proceedings, will be due no later than August 6, 1996. Authors must adhere to the Publication Guidelines of the APA (fourth edition).

Program Participation: In addition to submissions from authors, paper reviewers, discussants, and session chairs will be needed. Please contact one of the Co-chairs to indicate your interest in serving as a reviewer, discussant, or session chair for the Biodata Conference. For additional information, please contact: **Dr. Garnett S. Stokes, Applied Psychology Program Chair, The University of Georgia, Department of Psychology, Athens, GA 30602, (706) 542-2174, e-mail: GSTOKES@uga.cc.uga.edu** or, co-chairs of the conference can be contacted at the following addresses: **Barry Stennett or Anthony G. Parisi, Department of Psychology, University of Georgia, Athens, GA 30602, phone: (706) 542-2174, FAX: (706) 542-3275, e-mail: STENNETT@UGA.CC.UGA.EDU or APARISI@UGA.CC.UGA.EDU**

ODAM 96 IN BRECKENRIDGE, COLORADO

The Fifth International Symposium on Human Factors in Organizational Design and Management (ODAM 96) will be held July 31st through August 3rd, 1996 in Breckenridge, Colorado, at the Hilton Breckenridge Resort. Sponsors include the International Ergonomics Association, Human Factors and Ergonomics Society, and the Organizational Psychology Division of the International Association of Applied Psychology (IAAP). A full range of session types is planned (i.e., workshops, symposia, panel sessions, paper sessions, poster sessions). One page proposal abstracts will be due by 31 December 1995. Camera-ready papers for publication by Elsevier (North Holland) in the hard cover proceedings will be due by 15 March 1996. Abstracts should be sent to **ODAM 96 Secretariat, 2 Belle Aire Road, Colorado Springs, CO 80906-4204.** The Conference is being organized by SIOP members Ogden (Ted) Brown, Jr. and Hal Hendrick. For further information, contact **Ted by phone or fax at (719) 635-8881, or Hal by phone or fax at (303) 843-6365 or e-mail at hhendrick@aol.com.**

CALL FOR AWARD NOMINATIONS

The Organizational Behavior Division of the Academy of Management announces its annual call for nominations for its "Outstanding Publication in Organizational Behavior Award." The award will be presented to the authors of a publication appearing during the 1995 calendar year in a recognized outlet generally available to division members.

The "Outstanding Publication in Organizational Behavior Award" is given for the most significant contribution to the advancement of the field of Organizational Behavior. Recipients of the award need not belong to the Academy of Management.

Each Academy of Management member may nominate one publication for the award; but, no member may nominate more than one publication. Nominations should be made in writing and must include. (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation of the nominated work. Self-nominations will not be accepted.

To receive consideration, material must be postmarked no later than March 30, 1996. The recipient of the award will be announced at the August 1996 Academy meeting during the OB Division's business meeting, where a certificate of recognition will be presented.

All nominations should be sent to: **Dr. James R. Meindl, School of Management, Jacobs Management Center, SUNY at Buffalo, Buffalo, NY 14260-4000.**

Society of Psychologists in Management

The Society of Psychologists in Management (SPIM) invites you to join its 12th annual Midwinter conference from February 22-25, 1996 at the Hyatt Regency Hotel in LaJolla, California. The theme of SPIM '96 is "Building on Success: Case Stories about Individual and Organizational Change." The conference will explore the many case stories that illustrate the power of individual and organizational change that is brought forth by building on strengths and assets rather than punctuating problems and deficiencies. Colleagues will share stories of individual and group change from multiple perspectives, from the large organization to the private practitioner.

SPIM offers a unique opportunity for psychologist-managers to associate with their peers in a warm, supportive, informal, and intellectually stimulating environment. Our members include some of the most distinguished psychologists in the field. At SPIM's Mid-Winter Conference, psychologist-managers share experiences and exchange ideas about the future. For information regarding the conference, please contact: **Ann Howard, Ph.D., SPIM '96 President-Elect, c/o Leadership Research Institute, 21 Knoll Road, Tenafly, NJ 07670; (201) 894-5289.**

1996 APA SCIENTIFIC AWARDS PROGRAM: CALL FOR NOMINATIONS

The American Psychological Association (APA) invites nominations for its 1996 awards program.

The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a nomination form, nominee's current vita with list of publications, letter of nomination, up to five representative reprints, and the names and addresses of several scientists who are familiar with the nominee's work.

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 1996 program, nominations of persons who received doctoral degrees during and since 1987 are being sought in the areas of applied research/psychometrics, social/personality, perception/motor performance, and behavioral neuroscience/animal learning and behavior. To submit a nomination for the Distinguished Scientific

Award for Early Career Contribution to Psychology, you should provide a letter of nomination, nominee's current vita with list of publications, and up to five representative reprints.

To obtain more information, please contact **Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-Mail, SSW.APA@EMAIL.APA.ORG.**

The deadline for all award nominations is February 1, 1996.

CALL FOR PAPERS
Leadership Quarterly Special Issue: 360 Degree Feedback and Leadership Development

We wish to announce a special Issue of the Leadership Quarterly to be Co-edited by Leanne Atwater and David Waldman. The issue will be devoted to the topic of 360 degree feedback and its relationship to leadership development.

Programs designed to facilitate 360 degree feedback have grown in popularity over the past several years. Typically, these programs are designed to provide managers with formalized feedback from some combination of subordinates, peers, customers and/or supervisors. Much of this feedback is geared toward the leadership behavior of the targeted managers. Despite its heightened popularity, little systematic knowledge has been generated. For the special issue, we especially encourage empirical research that addresses the outcomes or effects of 360 feedback. Rigorously developed theoretical models are also encouraged if they cast light on important processes and outcomes. Potential research issues include the following:

1. optimal processes associated with the implementation of 360 degree feedback, e.g., appropriate feedback mechanisms; 2. leadership development and organizational reasons for pursuing 360 degree feedback programs; 3. organizational outcomes of 360 degree feedback programs; 4. the measurement of leadership in 360 degree feedback programs; 5. employee and managerial reactions and preferences'. 6. the incorporation of 360 degree feedback into performance appraisal systems; and 7. international comparisons and implications.

Accepted manuscripts will meet the normal requirements for publication in the Leadership Quarterly, as well as the specifications noted above. We expect the special issue to be published in early to mid-1997. To help meet this target, manuscripts must be received no later than March 15, 1996. Five copies of the manuscript should be sent to **Leanne Atwater, School of Management, Arizona State University West, 4701 W. Thunderbird Rd., P.O. Box 37100, Phoenix, Arizona, 85069-7100.** Interested individuals are encouraged to call **Leanne Atwater (602-543-6114).**

BILINGUAL TESTING SERVICE NOW AVAILABLE: 19 LANGUAGES

Fluency in English tested for each language at your location

Arabic
Armenian
Cambodian
Cantonese
Dutch
Farsi
French
German
Hebrew
Hindi
Japanese
Korean
Mandarin
Russian
Samoan
Sign Language
Spanish
Tagalog
Vietnamese

- Does your organization adequately assess the language fluency of your bilingual employees?
- Is it cost effective for your organization to develop and maintain an on-going assessment bilingual program?

ASSESSMENT OF FLUENCY IN ENGLISH/OTHER LANGUAGES:

- Reading and Writing Skills include written translations from and to foreign languages assessing grammar, punctuation, spelling, vocabulary, and translation skills.
- **Oral Skills involve candidates translating conversations from & to foreign languages in role play interviews.**

CALL FOR INFORMATION:
Ms. Melissa Madison
(213) 765-3374 OR (213) 742-7795
Fax: (213) 742-7743
or write to:

Bilingual Testing Service
Personnel Selection and Training Branch
Los Angeles Unified School District
P.O. Box 2298, Los Angeles, CA 90011

Complete the Circle

Round out your 360° feedback or upward appraisal assessments with the

Management Development Report

From Hogan Personality Inventory (HPI)

The HPI Management Development Report is the only available management assessment procedure with these features:

- Keyed into the success factors identified by major management consulting firms
- Provides specific behavior tips for development
- Normed by managers
- Empirically derived feedback from upward appraisals

The HPI-based Management Development Report is available through:
Hogan Assessment Systems
P.O. Box 521176
Tulsa, OK 74152
Phone: 1-800-756-0632
Fax: 918-749-0635

Hogan

Blending Academic and Applied Perspectives:
Practicing Science and the Science of Practice

17th Annual IOOB Graduate Student Conference
Radisson Hotel Toledo, Ohio March 22-24, 1996

Students enrolled in graduate programs in Industrial/Organizational Psychology, Organizational Behavior, Human Resource Management, or related fields are invited to attend and submit abstracts for review.

Theoretical, qualitative, and quantitative papers are welcome. Proposals that relate to the theme of the conference are particularly encouraged.

For more information, please contact us by:

Listserver: Send an e-mail message to: listproc@listproc.bgsu.edu
In the body of the e-mail message, type: subscribe 1996ioob {your name}

WWW: Reach our graphical WebPage at: http://www.bgsu.edu/~oconnor/1996ioob.html

Voice Mail: (419) 372 - 0473 **Department Fax:** (419) 372 - 6013

Address: 1996 IOOB Conference/ Dept. of Psychology/ Bowling Green, OH 43403-0228

Make a Difference

If you want to make a difference in business, RHR International would like to talk to you. We are the leader in psychological consulting with senior management of the world's foremost companies. We are expanding in both domestic and international markets and are seeking doctoral-level, licensable psychologists for full-time, career positions.

We offer compensation related to performance, ongoing professional development, and the opportunity to share ownership of the company. Candidates must be self-motivated, be able to establish rapport with senior executives and apply psychological principles to the development of people and organizations.

RHR consultants come from a variety of backgrounds, including clinical, counseling, organizational, educational and social psychology. If you are motivated to help clients meet the broad challenges facing business today, send a cover letter and vita to:

Recruitment Coordinator
RHR International Company
220 Gerry Drive
Wood Dale, Illinois 60191

RHR International

Atlanta
Boston
Chicago
Dallas
Denver
Detroit
Grand Rapids
Los Angeles
New York
Philadelphia
San Francisco

Brussels
Cologne
London
Moscow
Toronto

WANTED: ETHICS CASES IN THE PRACTICE OF I/O PSYCHOLOGY

SIOP's Executive Committee is interested in having the SIOP Professional Affairs Committee assume responsibility for developing an updated Casebook of ethical issues that: (1) is directly relevant to the research and practice of industrial organizational psychologists, and (2) will bring it in line with APA's revised Ethical Principles and Code of Conduct, published in December 1992, *American Psychologist*.

SIOP members and their colleagues are requested to submit sample ethics cases for this revised casebook.

This casebook is being developed because many of the APA ethical principles and existing case materials have not directly addressed the complex issues relevant to the professional practice of I/O psychology. Cases submitted should include an appropriately disguised brief description of the behavior in question, the relevant APA ethical principle involved (if any), and information about the resolution of the case. Especially valuable are cases that represent ambiguous situations in which the ethical principles are confusing or difficult to apply. All cases should be specific to the practice of industrial and organizational psychology.

Send case materials or other correspondence as soon as possible to **Rodney L. Lowman, Ph.D., The Development Laboratories, 6 Chelsea Place, Suite E, Houston, TX 77006.**

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to more than 3500 Society members; the Society's **Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4600 copies per issue.

Advertising may be purchased in **TIP** and the **Annual Convention Program** in units as large as two pages and as small as a half-page spread. In addition, **"Position Available"** ads can be obtained in **TIP** at a charge of $75.00 for less than 200 words, and $90 for less than 300 words. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins Rd., Suite A, P.O. Box 87, Bowling Green, OH 43402.**

ADVERTISING RATES

RATES PER INSERTION

	Number of Insertions	
Size of Ad	One Time	Four or More
Two-page spread	$450	$330
One page	$270	$200
Half page	$210	$165

PLATE SIZES

Size of Ad	Vertical	Horizontal
One page	7-1/4"	4-1/4"
Half page	3-1/4"	4-1/4"

PUBLISHING INFORMATION

SCHEDULE

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The **Annual Convention Program** is published in March. The closing date is January 15th.

DESIGN AND APPEARANCE

5-1/2" x 8-1/2" booklet, printed by offset on enamel stock. Type is 10 point English Times Roman.

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

EXECUTIVE COMMITTEE

President:
Michael A. Campion
Krannert School of Management
Purdue University
West Lafayette, IN 47907-1310
Phone: 317/494-5909
FAX: 317/494-9658

President-Elect
James L. Farr
Phone: 814/863-1734

Past President
Walter C. Borman
Phone: 813/974-0379

Secretary:
Nancy C. Tippins
Phone: 703/974-5129

Financial Officer:
Ronald D. Johnson
1044 Pamplin
Virginia Tech
Blacksburg, VA 24061-0209
Phone: 703/231-6152

Representatives to APA Council:
Vicki V. Vandaveer (2/92-1/95)
Phone: 713/877-8898
James L. Farr (2/93-1/96)
Phone: 814/863-1734
Richard J. Klimoski (2/94-1/97)
Phone: 614/292-8117

Members-at-Large
Dick Jeanneret
Phone: 713/529-3015
Elaine D. Pulakos (1993-96)
Phone: 703/522-7885
Wayne Camera
Phone: 202/713-8069

ADMINISTRATIVE OFFICE

SIOP Administrative Office
Lee Hakel
745 Haskins Rd., Suite A
P.O. Box 87
Bowling Green, OH 43402
Phone: 419/353-0032

COMMITTEE CHAIRS

Awards:
Angelo DeNisi
Phone: 908/445-5972

Committee on Committees:
Susan Palmer
Phone: 919/962-3561

Continuing Education and Workshop:
Sally F. Hartmann
Phone: 708/286-8181

Education and Training
Janet Barnes-Farrell
Phone: 203/486-5929

Fellowship:
Kevin Murphy
Phone: 970/491-6007

Frontiers Series:
Sheldon Zedeck
Phone: 510/642-3594

Long Range Planning:
Elaine D. Pulakos
Phone: 703/522-7885

Membership:
William H. Macey
Phone: 708/640-8820

Professional Practice:
Vicki Vandaveer
Phone: 713/877-8898

Professional Practice Series:
Manny London
Phone: 516/632-7159

Program:
Lois Tetrick (SIOP)
Phone: 313/577-3695
John Hollenbeck (APA)
Phone: 517/355-2413

Scientific Affairs:
James A. Breaugh
Phone: 314/516-6287

Society Conference:
Katherine Klein
Phone: 301/405-5929

State Affairs:
Jay Thomas
Phone: 503/281-8060

TIP Newsletter:
Michael D. Coovert
Phone: 813/974-0482

The Industrial-Organizational Psychologist
Michael D. Coovert, Editor
Dept. of Psychology, BEH 339
University of South Florida
4202 E. Fowler Avenue
Tampa, Florida 33620-8200

BULK RATE
3rd Class Postage
PAID
Mason City, IA
Permit No. 429